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THE DUSTY ARTISAN

By JOSEPH JONES

University of Texas

"The dusty artisan," young Ralph Waldo Emerson once confided to his journal, "needs some consolation for the insignificant figure his sordid habits and feelings make in comparison with the great, and in comparison with his own conscience and conceptions." Emerson, when he wrote this, was thinking about the problem of patriotism and loyalty. He continued by remarking that the dusty artisan, as patriot, "is fain to remember how large and honourable is the confederacy of which he is a member and that, however low his lot, his resources are yet reckoned an integral part of that awful front which the nation presents to the world." As a scholar, I am well aware of the perpetual imputation that we are a dry and dusty race; the "dusty artisan," therefore, may serve in a measure to describe us. We are the artisans who toil in the cathedral of truth—we sometimes poetize to say—which is centuries building and never really finished. To be sure, we owe some loyalty to our immediate overseers in the work; but the roots of our loyalties lie in the higher design of which we are a creative part. In this great fabric lie all our deepest consolations and our hopes.

It is, therefore, the business of college and university administration to support the values which scholars cherish and try to live by. Members of college and university faculties must have the feeling that the men who administer their corporate, often their individual, efforts are men who understand the nature of scholarship, who respect the search for truth, and who stand ready to defend those who search for truth no matter how fantastic the goal or how devious the search may seem to those on the roadside. Those whose profession is scholarship must have this feeling. When such feeling goes everything goes. There is nothing more abhorrent to the professional scholar than to have his work subjected to interference by laymen, and it is the business of administration to seek to prevent

or to minimize such interference by explaining to the lay public why interference by laymen in the work of the academic profession is inimical to the welfare of higher education and of the public.

When all is said and done it is the administration of colleges and universities, not the professional workers, that should be regarded as essentially subservient. The administration of an institution of higher education—and by administration I mean to include both the institution's governing board and its administrative officers—exists to facilitate the work of professional scholars. This is a significant rôle. To perform it wisely and effectively calls for understanding of and insight into the nature and purposes of an institution of higher education and the ability to communicate this understanding and insight to the public at large. When administrators are good at their work, everyone else who is a part of that institution is better at his work and the level of efficiency rises. When administrators do not measure up to the responsibilities of their work either because of inherent limitations or ineptness of performance, the work of everyone else in the institution is impaired. It is unfortunate, therefore, that otherwise seemingly well-qualified administrators sometimes lose sight of their primary function, forget their rôle of trusteeship, and assume the attitude and take on the behavior of proprietorship. When this occurs, acrimonious and unproductive controversies between administration and faculty inevitably develop to the detriment of the institution and of higher education as a whole.

II

In the nature of the case the theory of trusteeship in administration operates with increasing difficulty in proportion as the work to be "administered" is professional in character. Here we must make a clear distinction between the professional worker and the technician. The latter may be highly trained but his work is not strictly speaking professional. Because of its nature the work of technicians is more easily administered than that of professional workers for a double reason: first, the technician usually works with objective materials that can be verified; second, what the technician does is so highly specialized that his interests are not often such as to provoke challenge except from his peers. As one

whose work is administered the technician is inclined to respond readily or else not at all, in which case he is likely to remove himself from the scene. Either result makes for comparatively smooth administration, at least outwardly so. If the technician is in great demand, and many technicians are, his position—his bargaining power—is such as to protect him from outside interference, as is also the fact that he is presumed to “know the answers” to such a degree that none but his own kind can properly undertake to evaluate his work. Intricate quantitative accomplishments, especially in an industrialized civilization, have a way of commanding a kind of automatic—not to say superstitious—respect on the part of laymen which springs in no small measure from ignorance and its resulting fears. Thus we have the paradoxical alternatives of easy control or else the impossibility of any control at all (in the sense of interference), both tending to make administration comparatively simple and regular. Sometimes the technician as a result is rather widely exploited; at other times he can practically dictate his own terms. Usually, however, the administrator knows pretty well how matters stand and can accommodate himself to the situation.

The professional worker on the other hand deals with the added dimension of quality. He works with a more difficult methodology and is not always able to offer statistical proof in support of his findings. This condition inescapably invites differences of opinion between and among professional workers themselves. These differences are not serious because they are usually reconcilable. Much more serious are the differences of opinion between professional workers and the public, or portions of the public, whose interests are important but whose judgments are necessarily limited so as to make intelligent criticism of professional opinion and findings very rare. With cunning encouragement the public or portions of the public may even at times be led into obstructionism. The public, however, is customarily generous and when it is made aware that it is seeking to pass judgment on responsible professional opinion it usually can be relied upon to withdraw or at least to delegate most of its pretensions to judgment. The rise of a profession is conditioned upon this realization on the part of the public. An understanding of this significant fact is an essential attribute of all good administrators.

Both the professional worker and the technician are necessary and highly useful but they are very different; and when their functions become confused by administration, serious friction will result. Such confusion is understandable because some professional workers do fit the description of technicians up to a certain point. Past that point, however, varying from subject to subject and from college to college most teachers and investigators are professional workers. When they are not so recognized they are at first likely to be passively disappointed and disgruntled. Later they are likely to become publicly vocal about it. This is the critical point at which wise administration never fails to see danger signals, for the next phase of the situation thus created will usually be explosive.

Let me pause to ask at this point what would happen if the principle of purely technical management were applied to one of the clearly recognized professions—to medicine, for instance, perhaps the proudest and most jealous of all the professions. Suppose that the doctors of a state were told that a board of laymen, perhaps appointed by the Governor or at least chosen with little or no consultation with the doctors, would henceforth control the practice of medicine and determine the policies for the medical profession in the state, as the legally constituted authority to supervise the multitudinous details in all the hospitals, clinics, and offices. Suppose further, in an extreme case, that the doctors were flatly told that they stood with reference to the governing board in the position of servant to master. The ensuing eruption, I venture to predict, would pale the flames of Vesuvius and deafen the roar of Hiroshima. That, of course, would be the result because the professional concept is so highly developed, so firmly established, so carefully protected in medicine.

III

The professional concept of teaching and research is not so well developed. One would think it should be, in such an old pursuit: if we are "professors" is not that which we "profess" a "profession?" The evolution of the academic profession, however, is still taking place. At some points it is far advanced; at others, not so far.

But unless procedures in administration also flexibly evolve to keep up with professional evolution, the administration of colleges and universities will obstruct rather than facilitate the work for which colleges and universities were established and which they exist to further. Unless there is this evolution in administration there will be an increasing number of clashes between faculty and administration, because the profession of scholarship is deeply committed to its mission not only to teach accumulated knowledge but to evaluate this knowledge and to search for truth wherever this search may lead.

Will "imperfect affinities" between governors and governed inevitably result when these evolutionary processes have been accelerated on the one hand or retarded on the other? An understanding forbearance by both administration and scholars is all that can prevent such results. The academic administrator must recognize that he is dealing with professional men and women, call them professors or what you will. The faculty on the other hand must not be too hasty or too critical in judging the efforts of an administration, however inept these efforts may seem. Though some friction is inevitable, the extent can be kept within bounds and the intensity lessened—but only if the nature of the situation is clearly understood on both sides.

The alternative is tragic indeed. Instances may be cited in which the academic fortunes of great and proud universities have been impaired or even ruined, or the progress of an institution retarded for decades, through a simple but fundamental error on the part of its administrative officers—namely, the failure to take into account the significance of the professional concept of teaching and research. At this point professional organizations—such as the American Association of University Professors—may step into the picture, usually to the ultimate benefit of all concerned. On such occasions unskillful, uninformed administrators may feel that their best recourse is to fight back at professional advice, criticism, or censure from "outside," thus only making matters worse.

Faced with these perplexities, what should administrators do? The educationally desirable solution is, I believe, embodied in the folk-saying, "If you can't lick 'em, join 'em." There must be a considerable—a very considerable—delegation of responsibility

to the professional group in any organization whose principal work is carried on by professional men. No other arrangement can be harmonious; no other arrangement is wise. The professional man simply will not be pushed around; he surrenders his professional character if he permits himself to endure such treatment without protest, and he degrades his profession and his institution at the same time. Nor will he submit meekly to being thought of and spoken of as "the hired man" or to being compared with employees of factories or corporations under boards of directors. He is a man, to be sure; he is also employed; but he is not a mere "hired man," no matter who may say so. He is a member of a learned profession; and after a reasonable period of probation in the profession he is, pursuant to the principles of the profession generally observed by the administrations of accredited institutions, accorded professional status which assures continuous tenure which may be terminated only for justifiable cause determined in a proceeding in which he is given a full measure of due process.

Wise administrations know all this, and avoid like the plague any serious collision with reputable professional standards, especially when whole groups and not individuals are involved. Failure to do so is ultimately suicidal to the entire institution. Single mistakes or even brief series of mistakes, if recognized and rectified, may not destroy it; but when blunders go unadmitted and uncorrected and even repeat themselves, there is but one outcome: the institution will be wrecked, and responsibility for the wreckage must inevitably fall upon the shoulders of those who were its administrators.

Under the concept of the professional man in professional surroundings, no university can be considered a factory, a business association, or a proprietary corporation of any kind. Administrators who are so pathetically short-sighted as to arrogate to themselves the authority of the Big Boss—and such there are, even under the ivy of academic halls—need repeatedly to be reminded that their assumption of authority, which most faculty members are ready to grant in broad principle, inexorably works both ways: if their institution sinks in the scale to where its professional standards are worthless, the responsibility can rest only upon the "legally constituted authority." Every act of intimidation, every

arbitrary invasion of professional responsibility lodged properly with the faculty, every repressive measure against the materials of the curriculum, removes from the faculty just so much more of any blame for the disastrous results which rapidly accumulate. Against such a background, a charge of "noncooperation" is a manifest absurdity. The only kind of "cooperation" worthy of the name must be based upon a clear recognition of the nature and status of the professional man. Without it, there can be only the slow (or perchance the rapid) decay that tyranny inevitably breeds; and the most magnificent outward shell, let it cost as many millions as it will, must be debased and desolated to a Parsee tower of silence, useful only to the dead.

THE RÔLE OF THE DIVISION OF HIGHER EDUCATION OF THE UNITED STATES OFFICE OF EDUCATION¹

By JOHN DALE RUSSELL

United States Office of Education

The agency of the Federal Government now known as the United States Office of Education was established by the Congress in 1867 at a time when the need was felt for better information about the status and progress of education throughout the country. This agency was first established as a "Department of Education," without cabinet representation. In 1869 it was changed from an independent "department" to the "Office of Education" and was put under the jurisdiction of the Department of the Interior. Shortly thereafter it became known as the "Bureau of Education," a designation which it kept until 1929. In that year the name was changed back to "Office of Education." In 1939 the Office of Education was transferred from the Department of Interior to the agency now known as the Federal Security Agency, an independent office that is headed by an administrator who does not have cabinet rank. The Office of Education is one of the major units in the present organization of the Federal Security Agency.

The legislation establishing the Office of Education stated that . . . the purpose and duties [of the Office of Education] shall be to collect statistics and facts showing the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

¹ Address presented at the Thirty-third Annual Meeting of the American Association of University Professors, February 23, 1947, Boston, Massachusetts.

Under the provisions of this rather broad charter the Office of Education necessarily concerns itself with a wide range of problems. The general program is concerned with fact-finding and research and with the dissemination of information about educational operations in this and other countries, for the objective of assisting American schools and colleges to improve their services. The Office does not have any regulatory controls, except as such have been specifically assigned to it by a few Acts of Congress in connection with Federal appropriations for educational purposes.

The field of higher education, with which the Division of Higher Education is primarily concerned, is broad in scope. The activities of the Division are concerned with the work of some 1700 institutions of post-secondary level. These institutions during the current year have enrolled more than 2,000,000 students and are spending for educational and general purposes more than one billion dollars. In 1940 these institutions of higher education had 131,552 full-time faculty members. They own endowment funds amounting to more than one and two-thirds billion dollars and have physical plants valued at more than two and one-third billion dollars. The basic function of the Division of Higher Education in the United States Office of Education is to assist the colleges and universities to realize the greatest possible return from this huge investment in human welfare.

In the United States institutions of higher education are organized under the authority of the States. The Federal Government has in general no control over the educational institutions which have been established under the authority of the several States. Each of the 1700 colleges and universities enjoys a high degree of autonomy. They are not organized into State "systems" in the same manner as the public schools of elementary and secondary level. Although there is little or no central control over American colleges and universities, there is felt a great need for information on a national basis about our institutions of higher education and for assistance in solving problems which recur continually in local situations. Many of these problems cannot be solved effectively by the individual institutions or even by concerted attacks in a single State. In fact, in most States there is no effective agency to deal with problems of higher education on a State-wide basis.

The assistance of some agency of national scope is necessary in solving such problems. It is for this purpose that the Federal Government has set up the Office of Education and its Division of Higher Education.

The Division of Higher Education is concerned both with long-range problems and with current emergency situations throughout the country. An example of immediate needs is the provision of facilities for the greatly expanded enrollments during the current year. Among the long-range functions and services of the Division are the legal and regulatory actions involved in the Federal administration of land-grant college funds, and the continuing program of collection, interpretation, and dissemination of statistics and the results of special investigations. The general scope of the activities of the Division may be as wide as the total range of problems facing institutions of higher education in this country. The chief limits are the size of the available staff and the working budget of the Division, and the vision of those engaged in this service.

Organization of the Office of Education and the Division of Higher Education

As previously noted, the U. S. Office of Education is one of the major units in the Federal Security Agency. The Administrator of the Federal Security Agency is Captain Watson Miller, who reports directly to the President of the United States. Among other bureaus that are grouped with the Office of Education in the Federal Security Agency are the U. S. Public Health Service, the Food and Drug Administration, the Social Security Administration, the Children's Bureau, St. Elizabeth's Hospital, and the Office of Vocational Rehabilitation. The Eightieth Congress has before it certain bills which would raise the Federal Security Agency to a department of cabinet status. No forecast can be made at this time regarding the probability of the enactment of such a bill.

The chief executive officer of the United States Office of Education is Dr. John W. Studebaker, whose title is Commissioner of Education. He has recently worked out a comprehensive plan for the organization of the Office of Education, and this plan in its main outlines is now in effect. The work of the office is organized into eight major divisions, each of which is in charge of a director.

These divisions are as follows: (1) Elementary Education; (2) Secondary Education; (3) Vocational Education; (4) Higher Education; (5) School Administration; (6) International Educational Relations; (7) Auxiliary Services; and (8) Central Services: Research and Statistical Service; Personnel, Budget and Fiscal Services; Publications and Information; and Library.

The divisions within the Office of Education are set up for administrative purposes. Just as in a university organization, there are many problems of concern to more than one division. To deal with such areas, interdivisional committees are set up for the purpose of utilizing the personnel and resources of the Office most effectively in the attack on specific problems, without being handicapped by strict divisional lines of authority.

Within the Division of Higher Education the plan calls for the organization of activities in three major sections: (1) Organization and Administration; (2) Professional Education; (3) Arts and Sciences Education. The general plan for the development of the Division calls for an extensive staff of specialists in each of these three sections. These specialists are scheduled to be placed in professional grades at salary levels which should enable the Office to attract very competent people. The rounding out of a complete organization, however, will have to await the provision of funds by the Congress.

At present the regular professional staff in the Division of Higher Education consists of seven men, including the Director of the Division; two additional men are temporarily serving as research assistants. Most of the staff members were appointed prior to the reorganization of the Office, so that they were fitted into the new organization at the points where their special interests seem to make them most useful. As a result of this process, and also as a result of the failure to obtain funds for additional appointments rapidly, at present the majority of the staff members are in the section on Organization and Administration.

In the section on Organization and Administration the professional staff consists of: Dr. L. E. Blauch, Specialist in Land-Grant Colleges; Dr. E. V. Hollis, Specialist for State-wide Programs; Dr. Ambrose Caliver, Specialist in Higher Education for Negroes; and Mr. H. G. Badger, Research Assistant. Temporarily serving

as research assistants in the section on Organization and Administration are Dr. Herbert Mayer and Mr. Earl Kirchner. In the section on Professional Education there are only two staff members at present—Dr. Ben W. Frazier, Specialist in Teacher Education, and Mr. H. H. Armsby, Specialist in Civil Engineering Education. The Division has no staff members as yet in the field of Arts and Sciences Education, though plans are made to develop this section as soon as funds are provided. Authorization has been given to add a specialist on junior colleges and lower division programs to the staff of the Division. The budget of the Division of Higher Education for the fiscal year 1946-47 amounts to a total of about \$70,000 for personnel, \$5200 for travel, and \$6500 for printing and binding.

Services to Higher Education

By no means are all the services of the Federal Government to higher education carried on through the Division of Higher Education. In fact many activities that affect higher education are carried on by agencies entirely outside the Office of Education. Examples are the provision of educational benefits under Public Laws 16 and 346 through the Veterans Administration, the responsibility of the Department of Justice in administering nonquota immigrant students, the supervision of the Department of Agriculture over extension services and research programs in colleges of agriculture, and the recently created Labor Education Advisory Service in the Department of Labor. The extent to which the Office of Education is consulted by these outside agencies, with respect to problems affecting higher education, varies greatly from agency to agency.

A serious question has been raised as to whether or not the educational services of agencies in the Federal Government, which involve contacts with regularly organized schools and educational institutions throughout the country, should be channeled through a single agency that represents broadly the interest of the Federal Government in Education, such as the U. S. Office of Education. Many institutions have complained about the multiplicity of points of contact which they must maintain with the Federal Government. They object to policies that may differ widely from

agency to agency on educational matters. They object to the furnishing of the same data and information over and over again to many different governmental agencies with which they have to deal. Whether it would be possible to set up a plan so that all contacts between Federal agencies concerned with educational problems and the institutions with which they deal would be channeled through a single office, such as the U. S. Office of Education, is a question that could well be explored.

Within the Office of Education there are numerous services that concern higher education which are appropriately set up outside the Division of Higher Education. Such arrangements are necessary because the program and services of these other divisions concern functions that affect institutions of higher education. For example, the Division of International Educational Relations maintains a service for the evaluation of transcripts of students from foreign countries. Any institution in this country can get an evaluation and a translation of a foreign transcript from the Division of International Educational Relations. This service must obviously be located in that Division because it has the staff members who know the foreign languages and the educational systems of the foreign countries. Similarly the preparation of teachers for vocational subjects is under the general jurisdiction of the Division of Vocational Education, because Federal funds available for Vocational Education and the training of vocational teachers are administered through that Division. All statistical services are located within the statistics and research section of the Division of Central Services, because of the greater efficiency that can be obtained through a centralized staff for handling statistical material.

Services to Other Governmental Agencies

Within the Division of Higher Education a wide variety of services and projects are carried on. One of the important duties of the staff of the Division is to represent the needs of higher education before Congressional committees and executive offices of the Federal Government. A corresponding responsibility is to interpret Federal laws and regulations to persons connected with institutions of higher education. Many agencies of the Federal Government have depended on the Division of Higher Education for

information and advice and for cooperative assistance on projects. Recent examples of such cooperation are those with the President's Commission on Higher Education, the President's Scientific Research Board, the Labor Department's Advisory Committee on Labor Education, and the President's Advisory Commission on Universal Training.

Consultative Service

A large part of the time of staff members is taken up by consultative services. This consultation takes many different forms. There is a heavy volume of correspondence, which is handled as promptly as possible. Much of this correspondence involves some searching of original sources, or the re-routing of inquiries to other agencies that are better equipped to furnish a reply. The repetitive nature of the requests has enabled the staff to answer many inquiries by means of bulletins, circulars, brief printed or mimeographed statements, or duplicated lists of institutions.

Telephone calls are numerous, especially from people in the Washington area, and from officials in other agencies of the Federal Government. Many college and university officials drop into the office when they are in Washington. The staff members enjoy these opportunities to make personal acquaintance with people engaged in higher education, and frequently such conferences afford occasions to supply information or advice that is appreciated.

Within the limits of staff time and travel funds, members of the Division of Higher Education try to attend as many meetings of professional organizations as possible each year. Each specialist naturally has one or more organizations in his own field of interest that he regularly attends. It is not possible, however, for some one from the Division to attend a meeting of every professional organization in higher education every year.

From time to time members of the staff of the Division of Higher Education participate in work conferences and in the deliberations of committees sponsored by other organizations. Occasionally the staff members assist in surveys of educational institutions or State programs of higher education; but the number of surveys in which the staff can engage and the extent of the services in this respect are distinctly limited because of other pressing demands.

The policy is to distribute staff time and attention as equitably as possible over the entire country and among all types of institutions. This means that more than a day or two can seldom be given to a single institution or more than a week at a time to a whole State.

From time to time the Division calls special conferences for the consideration of problems that seem to need attention. These conferences are especially valuable in helping the Division to map out its own program of activity. In general it is the policy not to undertake any large-scale project until the proposal has been discussed thoroughly in a conference called to give consideration to it.

Publications

One of the most important activities of the Division of Higher Education is publication. Doubtless many in this audience are familiar with the journal, known as *Higher Education*, which is edited by this Division. It is issued twice a month from September through May. It goes regularly to the library of each institution of higher education in this country and also to the major administrative officers of colleges and universities. Individual subscriptions may be had at a price of 75 cents annually through the Government Printing Office at Washington. The purpose of *Higher Education* is to disseminate information about interesting developments in the institutions of this and other countries and about the activities of Federal agencies relating to higher education.

A second regular publication of the Division of Higher Education is the Educational Directory, Part III, Colleges and Universities. This is issued annually. The Directory gives certain summarized information about the number and kinds of institutions of higher education in the United States. It lists, by States, all recognized institutions of higher education, indicates the nature of their programs, and gives the roster of their major administrative officers. An indication is given for each institution of the auspices under which it operates, the accreditation it holds, and the nature of the student body. This Directory is widely used, not only in this country but elsewhere throughout the world.

Other publications are issued in the form of bulletins or circulars

as appropriations allow and as special studies are completed. During this past autumn there appeared the bulletin entitled "Vocational Education of College Grade," under the authorship of Dr. Fred J. Kelly, former Director of the Division, and his staff. More recently, under the authorship of Mr. H. H. Armsby, the Office has published the final report and history of the Engineer, Science, Management War Training, the large-scale training program that was maintained through the Office of Education for the preparation of special types of war workers.

At intervals of a few years a publication is issued listing the accredited higher institutions in this country. This publication indicates the kinds of agencies which accredit institutions and names the colleges and universities that are accredited by each. The most recent bulletin of this type, issued in 1944, lists 26 accrediting agencies of national or regional scope.

In addition to material which appears in publications of the Office of Education, the members of the staff from time to time contribute articles to professional journals in their own fields of specialization and to the yearbooks and proceedings of various professional organizations.

Veterans Educational Facilities Program

Currently the Division of Higher Education has been assigned the responsibility for administering the certification of need for educational facilities under the Veterans Educational Facilities Program. Public Law 697, enacted in the summer of 1946, authorized Federal appropriations so that educational institutions enrolling veterans might obtain available surplus Federal property, provided the Commissioner of Education certifies to their need for such facilities in order to serve an increased number of veterans. The entire program is under the general administration of the Federal Works Administration, but the authority over the certification of need, assigned to the Commissioner of Education, has by him been delegated to the Division of Higher Education. Dr. E. V. Hollis administers this program while temporarily released from his other duties. Determinations of need are made by educational officers under the direction of Dr. Hollis in each of nine regional offices of the Federal Works Administration. A total staff of some

twenty-three persons is required to handle this program of certification of need.

Distribution of Morrill-Nelson and Bankhead-Jones Funds

The Office of Education is legally responsible for the supervision of two appropriations made annually by the Federal Government to the land-grant colleges and universities. These appropriations, known as the Morrill-Nelson Funds and the Bankhead-Jones Funds, are available for the general support of the instructional programs in land-grant colleges. The responsibility of administering them, which is assigned to the Division of Higher Education, is not onerous, for no control is lodged in the Federal Office of Education over the operation of the institutional programs. Dr. L. E. Blauch, Specialist in Land-Grant Colleges, is responsible for making the annual distribution to the States according to a prescribed formula. He must also obtain the reports from these institutions and summarize the statistics from these reports for transmission to Congress in accordance with laws governing these appropriations.

Research and Service Projects

The basic work of the Division of Higher Education is research. Each year the plans for research activities are set up in the form of projects which are carefully scrutinized by the central administration of the Office of Education, the Federal Security Agency, and the Bureau of the Budget. The preliminary outline of projects is used as the basis for the request for appropriations from Congress. After the appropriation is determined, the projects are revised in accordance with the amount that is allowed and this list of projects then becomes the control over the operations of the Office. Among the research and service projects now under way in the Division of Higher Education the following may be mentioned:

1. A survey of curriculums of less than degree length in land-grant colleges.
2. An analysis of trends of student fees in land-grant colleges.
3. A study of methods for the improvement of teaching in dental schools.
4. A recruiting and information manual for prospective teachers.

5. Development of uniform blanks for the information needed by the State education departments in the certification of teachers.
6. A large-scale project for the development of teachers, materials, and programs for the education of Negro adult illiterates.
7. A study of factors affecting the demands for graduate and professional instruction for Negroes.
8. An analysis of engineering college enrollments, with particular reference to the demands for and the supply of graduates in the engineering profession.
9. A study of practices with respect to the administration of faculty salaries in colleges and universities.

Consideration is currently being given to the development of a comprehensive plan for the collection of statistics on higher education, utilizing sampling techniques in order to get the information quickly on certain items that are always of immediate and current importance. Included in this plan also will be a long-range scheme for the scheduling of the collection of other types of information over a cycle of years. In developing this plan the staff expects to confer both with agencies in higher education that use statistics and also with those who are responsible for furnishing the basic data within the institutions.

By Way of Conclusion

The staff in the Office of Education is happy to have suggestions from those whom it can serve. Advice about projects and services in which the Office should engage is appreciated. With the present budget the Office cannot expect to undertake more than a fraction of the projects that might be desirable, but the staff pledges its best efforts to serve higher education within the limits of its capacity.

ADMINISTRATIVE POLICIES GOVERNING THE SALARIES OF COLLEGE TEACHERS

By HENRY G. BADGER

United States Office of Education

Although there is widespread interest in college teachers' salaries, up to the present there has been no nation-wide compilation of salary schedules and the methods of their administration. Time and again studies have been made on a regional, denominational, or other basis, but nothing approaching a study of national scope has been attempted. This lack of a complete file of material had been the subject of frequent conversations between the Office of Education and the General Secretary of the American Association of University Professors. After some discussion back and forth, it was decided that the facilities of the Office of Education could properly be used in collecting and compiling material on this subject. It was also agreed that such of this material as was not confidential in its nature would be made available to the American Association of University Professors.

Accordingly the United States Office of Education sent out on January 24, 1947 a general letter of inquiry to the chief business officers of all institutions of higher education listed in the *Educational Directory (Part 3)*. This inquiry was followed up on March 26, by a second letter directed to certain institutions which had not replied to the first letter. Information was specifically asked for on such points as the following:

- (1) Arrangements for relating salaries to preparation or degrees, length of tenure, academic rank, research contributions, and the like.
- (2) Minimum and maximum salaries for each rank, if such have been established.
- (3) Number of salary payments during the year, and the time of such payments.

(4) Required deductions from salaries for retirement, life insurance, or other purposes.

(5) The administrative agency or officers responsible for determining the salary to be paid a new staff member or the amount of promotion to be given one already at the institution.

A statement was also requested describing any deviation from the established policy regarding salaries during the present emergency.

A brief résumé of replies to this letter of inquiry has been published by the United States Office of Education.¹ The present paper is intended to expand this earlier report and to present certain material which could not be included in it.

II

Table 1 shows that the representativeness of replies to this inquiry varies somewhat with respect to the census region, more noticeably with respect to accreditation, and still more sharply with respect to control and type of institution. Thus, whereas 37 per cent of the institutions in the Nation at large replied to the inquiry, the percentage in the Southern States was only 30, but that in the Middle Atlantic States was 46.

Again, the percentage of replies from institutions having nationwide accreditation was 59, whereas the corresponding percentages from those having regional or professional accreditation, or having no accreditation, ranged noticeably lower.

Institutions under public control replied in larger percentage than those under the control of churches or other non-Governmental organizations. Privately controlled teachers colleges and normal schools and junior colleges furnished only scattering replies, but the percentage of replies from publicly controlled professional and technical schools and universities of large size was quite large.

Thus, although the institutions included in the present study tend to be somewhat above the average in both quality and size, there is still a very satisfactory representation of institutions of all kinds in the returns.

¹ Henry G. Badger and Herbert C. Mayer, "Administration of College Teachers' Salaries," in *Higher Education*, October 1, 1947.

TABLE 1—PERCENTAGE OF REPLIES TO LETTER OF INQUIRY

Groups	Total Number in U. S.	Replies to This Letter of Inquiry	
		Number	Percentage
All Institutions	1745	642	37
Census Regions:			
New England.....	140	55	39
Middle Atlantic.....	260	119	46
East North Central.....	295	118	40
West North Central.....	251	90	36
South Atlantic.....	279	85	30
East South Central.....	145	44	30
West South Central.....	163	49	30
Mountain.....	66	24	36
Pacific.....	145	57	39
Canal Zone.....	1	1	100
Accreditation:			
Association of American Universities...	303	178	59
Regional Associations.....	462	199	43
Professional Associations.....	287	78	27
Not accredited.....	693	187	27
Types of Institutions:			
Publicly Controlled:			
Large Universities.....	584	253	43
Arts and Science Colleges.....	69	42	61
Technical and Professional Schools...	51	24	46
Teachers Colleges and Normal Schools...	40	27	69
Junior Colleges.....	175	86	49
Privately Controlled:			
Large Universities.....	249	74	30
Arts and Science Colleges.....	1161	389	34
Technical and Professional Schools...	63	30	48
Teachers Colleges, Normal Schools...	565	217	38
Junior Colleges.....	259	74	29
	36	6	17
	238	62	26

Included among the 642 institutions reporting are 23 attended predominantly by Negroes. Analysis of the data indicates that, although race of students attending is a factor in determining the amount of salary paid an instructional officer in an institution of higher education, it is not an important factor in determining salary policies. For this reason, in this study all institutions are considered without reference to this characteristic except where special tabulations of salary schedules are involved. A special study, made from the data on the 23 institutions attended predominantly by Negroes, together with 26 others whose data arrived too late for inclusion in this study, is to be published elsewhere.¹

¹ Henry G. Badger, "Salary Trends and Policies," in *Proceedings of the Eighth Meeting of the Association of Business Officers in Schools for Negroes*, 1947, pp. 64-74.

Also included in the reporting institutions is a group of 83 which offer engineering curricula approved by the Engineers' Council for Professional Development. A compilation of the data from these institutions was made by Armsby in a report to the Deans of Engineering. The study shows that in this group of institutions all salary ranges are smaller, and all medians are higher, than for the entire reporting group. The conclusion reached in this study was that "institutions having approved engineering curricula in general have higher salary schedules than other institutions of higher education."¹

The data on schools including engineering quoted in the tabulations in this report are taken from the Armsby report. Data on schools of theology are from tabulations of those schools as reported for this study. No other types of professional schools reported in sufficient numbers to justify tabulation.

III

Of the nearly 650 institutions included in the present study, relatively few have published formal regulations on the subject of the salaries of their instructional staff. It is also at least possible that most of the one thousand or more institutions failing to respond to the inquiry had adopted no regulations in the matter of salaries. Many of the institutions responded to the inquiry in a memorandum or letter prepared by an administrative officer, covering the points on which information had been requested. Most of the formal regulations supplied this office came from teachers colleges under public control, which seem to have developed specific legislation on the administration of salaries more commonly than institutions of other types. Some of the smaller privately controlled colleges of arts and sciences and a few State universities, however, have developed extensive and detailed regulations on the subject. On the other hand, many college officers, especially in the larger institutions, and more especially in those under private control, expressed the conviction that the interests of the individual faculty member and those of the in-

¹ Henry H. Armsby, "A Study of College Teaching Salaries," Washington, U. S. Office of Education, 1947. 3 pp. mimeographed.

stitution can be best served when there are no established, rigid regulations concerning salaries.

IV

Approximately half of the institutions replying made no reference to the factors considered in determining salaries or stated plainly that they made no attempt to relate specific qualifications to salaries in a formal way. Others stated that they had no formal regulations but that they did consider certain factors. A total of just a dozen institutions said that at present it is a case of individual bargaining, that it was either inadvisable or impractical to attempt to stick to anything like a definite policy.

A total of 493 institutions reported on the factors considered in determining individual salaries. The eight factors mentioned with sufficient frequency to warrant tabulation are shown in Table 2.

In most institutions consideration is given to more than one factor. In fact, the total of factors listed in this table is 1673, which gives an average of 3.4 per institution reporting.

The larger numbers of institutions reporting the first five factors may be due in part to the suggestion of these factors as examples in the letter of inquiry. There is little doubt, however, that they are among the factors most commonly considered in accrediting procedures. The heading "Others" includes such items as sex of staff member (reported by 12 institutions), number of dependents (reported by eight institutions), cost of living, interest in community projects, capacity for leadership, judgment of trustees, evaluation of faculty, and other factors reported by smaller numbers of institutions.

The first four factors in the order of listing in Table 2 are objective and easily measurable from a quantitative standpoint. The fifth factor (research contributions), while not completely objective, is also susceptible of quantitative measurement. It is not until the sixth factor (teaching ability) is reached that a purely subjective criterion is introduced; significantly only one out of every three or four institutions replying to this part of the inquiry reports that this factor is given consideration. Professional

TABLE 2—FACTORS CONSIDERED BY INSTITUTIONS OF HIGHER EDUCATION IN MAKING STAFF APPOINTMENTS AND PROMOTIONS, 1946-47

Item	Total Institutions Reporting	Number of Institutions Considering:								
		Degrees Held	Length of Service	Years of Preparation	Academic Rank	Research Contributions	Teaching Ability	Professional Growth	Non-professional Experience	Other Factors
I	2	3	4	5	6	7	8	9	10	11
All Institutions.....	493	371	332	264	237	154	137	71	57	50
Per cent of Total.....	100	75	67	54	48	31	28	14	12	10
Census Regions:										
New England.....	41	30	29	22	22	17	5	4	3	5
Middle Atlantic....	98	73	61	52	45	31	29	15	10	5
East North Central..	95	70	60	56	48	38	38	15	9	10
West North Central..	62	42	41	32	22	14	16	4	7	14
South Atlantic.....	62	48	39	34	34	9	14	7	5	4
East South Central..	35	23	22	20	20	11	7	4	3	3
West South Central..	38	32	28	16	19	13	12	5	7	2
Mountain.....	16	12	12	11	7	5	4	4	2	0
Pacific*.....	46	41	40	21	20	16	12	13	11	4
Accreditation:										
Association of American Universities..	159	128	112	98	106	81	55	29	30	11
Regional Associations	156	118	102	81	74	38	44	20	14	10
Professional Associations.....	49	30	26	16	17	11	4	5	1	3
Not accredited.....	129	92	90	67	39	21	30	19	10	26
Control and Type:										
Publicly Controlled:										
Large Universities	34	30	26	27	25	22	13	5	8	0
Arts and Science Colleges.....	21	20	19	14	19	8	10	7	3	0
Professional and Technical Schools.....	20	13	13	10	13	5	2	5	1	4
Teachers Colleges and Normal Schools.....	75	47	38	26	20	14	9	4	4	3
Junior Colleges...	55	42	45	30	9	7	9	12	6	12
Privately Controlled:										
Large Universities	26	20	20	14	21	16	10	9	7	3
Arts and Science Colleges.....	173	137	115	97	55	60	61	14	27	14
Professional and Technical Schools.....	42	30	28	28	24	15	12	11	3	9
Teachers Colleges and Normal Schools.....	9	2	3	2	2	0	1	0	0	1
Junior Colleges...	38	30	26	17	10	6	11	3	4	4

* Including one institution in Canal Zone.

growth, another subjective factor, comes next with one out of every seven institutions. Thus it appears that when salaries are based on recognized factors, those factors generally tend to be objective and quantitative in character.

V

Out of 642 institutions, 465 (or 72 per cent) reported some form of salary scale; 133 stated they had no salary schedule; and 44 did not specify any in their returns. Some of these last two groups stated that each case was considered on its merits, while others frankly admitted that it was a case of individual bargaining. Many of these indicated that they used rough patterns for salary levels.

The data compiled on salary schedules include only full-time teachers in the usually recognized academic ranks, *i. e.*, instructors, assistant professors, associate professors, and professors. A few returns gave salary schedules for heads of departments, deans, and instructors without rank, but the number of such reports was not sufficient to justify tabulation. Salaries reported by institutions served by members of religious orders do not include the remuneration of nonsalaried staff members, but do include lay teachers in such institutions. The salaries reported do not include extra return for administrative duties, summer session or extension class teaching, or outside work.

In Tables 3 and 4 are presented the median ranges and over-all ranges, respectively, for the various institutions which replied to this portion of the inquiry, including special tabulations of such special types of institutions as were justified by the numbers of institutions of those types reporting.

A word about the construction of Tables 3 and 4 may be in order. In preparing Table 3, data supplied by the institutions on minimum and maximum salaries were arranged in frequency distributions according to the various regional or other categories given in the table. Medians were then calculated on each of these frequency distributions. Thus when all the minimum salaries of instructors as scheduled by the various institutions in the Nation were so arranged, the median was found to be \$2000.

In other words, taking the Nation by and large, half of the institutions included in this report set a minimum salary for their instructors at less than \$2000 and half set the minimum salary

TABLE 3—MEDIAN RANGES OF FACULTY SALARY SCHEDULES, 1946-47, IN 465 INSTITUTIONS OF HIGHER EDUCATION

Item	Instructor		Assistant Professor		Associate Professor		Professor	
	Mini-mum	Maxi-mum	Mini-mum	Maxi-mum	Mini-mum	Maxi-mum	Mini-mum	Maxi-mum
All Institutions.....	\$2000	\$2800	\$2700	\$3500	\$3200	\$3900	\$3800	\$4800
Regions:								
New England.....	2700	3200	3000	3900	3800	4900	4300	5800
Middle Atlantic.....	2200	3000	3000	3800	3600	4600	4400	5000
East North Central.....	2000	2800	2500	3400	3000	3800	3600	4400
West North Central.....	2000	2600	2400	3000	2600	3200	3000	4000
South Atlantic.....	1900	2500	2500	3500	3100	3900	3600	4700
East South Central.....	1800	2400	2400	2700	3000	3500	3400	4100
West South Central.....	2100	2600	2400	3100	3000	3600	3600	4200
Mountain.....	2000	2600	2600	3300	3200	4000	3600	5000
Pacific.....	2200	3000	3000	3600	3500	3900	3700	4800
Accreditation:								
Association of American Universities.....	2000	3000	2800	3600	3300	4200	4000	5500
Regional Associations.....	2000	2500	2400	3100	2900	3600	3400	4300
Professional Associations.....	2400	3100	3000	4100	3800	5000	4300	5800
Not accredited.....	2000	2800	2400	3200	2700	3500	3000	4500
Types of Institutions:								
Publicly Controlled:								
Universities.....	2100	3200	2900	4200	3500	5000	4100	6400
Arts and Science Colleges..	2000	3200	2500	3700	3100	4300	4000	4800
Professional and Technical Schools.....	2400	3000	3000	3900	3600	4500	4200	5600
Teachers Colleges and Normal Schools.....	2300	3200	3000	4000	3800	5000	4100	5000
Junior Colleges.....	1900	2400	2500	3000	3000	3600	3600	4200
Privately Controlled:								
Universities.....	2200	3000	3000	4000	3500	4500	4500	6000
Arts and Science Colleges..	2000	2500	2400	3000	2800	3500	3300	4000
Professional and Technical Schools.....	2400	3000	3000	4000	4000	5000	4400	6000
*Teachers Colleges.....	...	...	...	...	...	...	...	...
Junior Colleges.....	2300	2800	...	...	2600	2800	2800	3000
Special Types of Schools:								
Institutions attended predominantly by Negroes.....	1867	2533	2283	3050	2775	3675	3620	4300
Institutions offering Engineering.....	2100	3000	3000	4000	3800	4800	4500	6100
Schools of theology.....	2200	2600	3000	3000	3950	3950	4000	4450

* Data on privately controlled teachers colleges and normal schools not received in sufficient amount to justify tabulation.

TABLE 4—OVER-ALL RANGES OF TEACHERS' SALARY SCHEDULES, INSTITUTIONS OF HIGHER EDUCATION, 1946-47

	Instructor		Assistant Professor		Associate Professor		Professor	
	Mini-mum	Maxi-mum	Mini-mum	Maxi-mum	Mini-mum	Maxi-mum	Mini-mum	Maxi-mum
All Institutions.....	\$ 900	\$4800	\$1300	\$5800	\$1600	\$7200	\$1600	\$15,000
Regions:								
New England.....	1800	4000	2000	5100	2700	5700	2500	8,400
Middle Atlantic.....	1200	4500	1300	5800	2500	7200	1600	15,000
East North Central.....	1100	4000	1400	5100	1600	6300	1800	12,000
West North Central.....	1400	4800	1700	4200	2100	5000	2400	7,600
South Atlantic.....	900	4300	1800	5500	2200	6000	2700	7,500
East South Central.....	1200	3500	1700	4500	1900	5500	2200	6,500
West South Central.....	1200	4200	2000	4800	2200	5300	2400	6,500
Mountain.....	1600	3400	1800	4200	2000	5200	2200	6,500
Pacific.....	1600	3900	1800	4500	1900	5700	2100	10,000
Accreditation:								
Association of American Universities.....	1200	4800	1600	5800	1900	7000	2200	15,000
Regional Associations.....	900	3800	1400	4900	1600	5300	1800	6,500
Professional Associations.....	1500	4000	1700	5500	2500	7200	2500	15,000
Not accredited.....	1200	4200	1300	4800	1900	6000	1600	15,000
Types of Institutions:								
Publicly Controlled:								
Universities.....	1600	4800	2000	5800	2400	7000	2800	12,000
Arts and Science Colleges.....	1600	3600	2100	4800	2500	6000	3100	7,000
Industrial Technical and Professional Schools.....	900	4300	2500	5500	2500	5900	3300	7,500
Teachers Colleges and Normal Schools.....	1500	4000	1900	4900	2200	5300	2400	6,400
Junior Colleges.....	1800	3200	2200	3000	2400	3900	3100	4,500
Privately Controlled:								
Universities.....	1800	3800	2400	5100	2700	7000	3000	15,000
Arts and Science Colleges.....	1100	3400	1400	4700	1600	5500	1800	15,000
Professional and Technical Schools.....	1200	4000	1700	5000	2400	7200	2700	15,000
Teachers Colleges and Normal Schools.....	2400	3300	3000	4500	3600	6000	4000	9,000
Junior Colleges.....	1200	2800	1300	3300	2600	3500	1600	4,000
Special Types of Schools:								
Institutions offering Engineering.....	900	4800	2000	5800	2400	7000	3100	12,000
Schools of theology.....	1500	3500	1700	4800	2500	7200	2700	8,600

above this figure. Similarly half of the institutions included here set the maximum salary for their professors below \$4800 and half set this maximum above that figure. Table 4 was prepared by listing the extremes of scheduled salaries as shown in the frequency distribution used in preparing Table 3. These extremes

are shown by geographical accreditation and other classifications in the same manner as the data in Table 3. Table 4 emphasizes the great spread of salaries which occur among institutions of higher education sometimes within a given area. Thus in the Middle Atlantic area, which includes the three states of New York, New Jersey, and Pennsylvania, at least one institution schedules its full professors' salaries at a minimum of \$1600 per year, and at least one has them scheduled as high as \$15,000. The minimum in this area is lower than the minimum in New England but is exactly the same as that in the Mountain and Pacific regions. In like manner the maximum scheduled salary for an instructor in the West North Central area (the states from Missouri and Kansas up to Minnesota and North Dakota) is greater than that of an assistant professor in at least three other sections of the country.

Similar variations between accredited and nonaccredited institutions and between publicly and privately controlled institutions, or between groups of various types, may be noted in this table.

In studying these and the other tables in this report, certain cautions should be borne in mind:

(1) The data refer to salaries *scheduled* and not necessarily to salaries *paid*. For example, if an institution reports that its salary schedule calls for a minimum of \$2000 and a maximum of \$2800 for instructors, the data do not indicate how many instructors are paid the minimum and how many are paid the maximum. Two institutions that report exactly the same maximum and the same minimum salaries on their schedule for instructors may actually have a very different average salary for faculty members of that rank; one may have most of the instructors on salaries near the minimum while the other has most of them at or near the maximum for the rank. It is, therefore, impossible to infer from these data what the actual salary payments are, on the average, to faculty members in any rank or in any grouping of institutions. The tabulation shows only the ranges of scheduled salaries.

(2) The medians here given are based on numbers of institutions, not on numbers of staff members covered by the schedules. No weighting is applied to account for variations in size of institu-

tions. Hence, the data should not be interpreted as showing the number of faculty members for whom certain ranges in salary have been established. They indicate only the tendency of institutions in certain localities or with certain accreditation or certain curricular characteristics, to establish certain salary policies; they do not show the number of staff members affected by these policies.

(3) Again, the data cover entire institutions. Certain of the larger institutions have established salary schedules for each of the various schools or colleges which they include. These schedules have been merged into a single schedule for the entire institution for the purposes of this study. The result is that variations in ranges of salaries among the various professional schools are not measured in these tabulations.

(4) Finally, deviations from the published schedules are not shown in these tabulations. Of two institutions having identical schedules, one may be in position to pay somewhat above the schedule whereas the other may be paying less than 100 per cent of its schedule. Data on the number of institutions which for one reason or another have departed from their schedules have not been tabulated; some deviations have been noted, however, in the course of scrutinizing the material submitted by the institutions.

VI

The over-all ranges of salaries shown in Table 3 are extreme for every rank, and the difference between the extremes increases with the level of the rank. Instructors in the best-paying institution may reach a salary level of \$4800, which is three times the amount recognized as the lower limit for a full professor in the institution having the lowest salary scale for that rank (\$1600). Too much significance cannot be attached to the data for over-all ranges of salaries, because the maximum and minimum in each case represents a condition in only one institution, or at best in only a very small number of institutions.

In the regional classification, the New England, Middle Atlantic, and Pacific States have the higher salary schedules; medians for scheduled salaries are lowest in the East South Central and West North Central States. The medians for the institutions on the

list of the Association of American Universities and for the institutions accredited by professional associations are distinctly higher than those of the regionally accredited and nonaccredited groups. Publicly controlled institutions show no consistent differences from privately controlled institutions except in the colleges of arts and science, where the maximum for each rank is markedly better in the publicly controlled institutions; there are, however, relatively few colleges of arts and science under public control. The medians for the junior colleges are considerably below the levels of all other categories of institutions; this is to be expected because the junior college does not require the type of scholars that the university or other degree-granting institution must have for the teaching of advanced and highly specialized courses.

The data of Table 4 may be compared with the statistics on faculty salaries reported by Charles Hoff at the meeting of the Central Association of College and University Business Officers in Chicago on May 8, 1947. His study of 158 institutions shows that the median for salaries of professors falls just below \$4000; associate professors, \$3500; assistant professors, \$3100; and instructors between \$2400 and \$2500. Mr. Hoff's study related to salaries actually paid, rather than to the salary schedule. His medians, however, fall within the median range of maximum and minimum for scheduled salaries in each grade, as found in the present study.

VII

The salary schedules supplied by the various institutions take a wide variety of forms. Some are very elaborate, going into great detail as to salaries for the different ranks of instructional personnel, amount and frequency of increment and conditions under which it may be granted or withheld, conditions governing promotion from one rank to another, and other pertinent data. Others are quite rudimentary, including little more than a general statement of the minimum and maximum salary for each rank or a general statement of salary policy.

It appears that at least half of the salary schedules available to the Office of Education are of the overlapping type, with the maximum salary for one rank somewhat above the minimum salary for

the rank just above it. This type, it should be pointed out, is the one favored by most students of the subject. In fact, the North Central Association of Colleges and Secondary Schools recommends a considerable overlapping in the salaries of the various ranks.

A number of schedules are of the nonoverlapping type, with the maximum for one grade exactly the same as the minimum for the grade just above it. A few are what might be called discontinuous, with the maximum salary for one grade somewhat below the minimum for the next higher grade.

Most schedules available to the Office of Education include both minimum and maximum salaries by grades. A noticeable number, however, give only minima and a few set no minimum but state only the maximum for each grade. Thus it appears that in a large number of institutions the appointment of a teacher at a certain grade automatically sets both a minimum and a maximum salary for him, but that in other institutions he may not be employed at less than a certain salary but may go up indefinitely without change of grade. In still others it appears that he may be brought in at almost any salary but that he cannot be promoted above a certain salary without a change in grade.

While data have not been assembled to establish the point conclusively, it appears that among the institutions under public control the salary schedules are more likely to carry regular, automatic or quasi-automatic increments than are those in privately controlled institutions. There are, of course, exceptions to this generalization both ways, but it appears to be a safe one in spite of the exceptions.

A few salary schedules of the more definite type may be of interest.

SCHEDULE I—A STATE UNIVERSITY ENROLLING ABOUT 7000 STUDENTS IN 1946-47

Grade	Minimum Salary	Increments		Maximum Salary
		Number	Amount	
Assistant instructor	\$1500	17	\$ 60	\$2520
Instructor	2040	15	120	3840
Assistant professor	2520	16	120	4440
Associate professor	3180	14	180	5700
Professor*	4080	14	180	7440

Increases appear to be automatic and annual, although the schedule does not set these conditions forth clearly.

* Dean same salary as professor.

SCHEDULE II—A STATE COLLEGE FOR WOMEN, ABOUT 1800 STUDENTS IN 1946-47

Grade	Minimum Salary	Increments		Maximum Salary
		Number	Amount	
Instructor	\$2124.00	4	\$151.20	\$2728.80
Assistant professor	2880.00	4	151.20	3484.80
Associate professor	3636.00	1	252.00	
		1	243.00	4131.00
Professor	4131.00	2	238.50	4608.00

A department head receives \$200 additional salary; a dean receives \$500 additional.

SCHEDULE III—A CHAIN OF STATE TEACHERS COLLEGES

Class and Training	No. of Weeks Employed	Minimum Salary	Annual Increment	Maximum Salary
III: A.B., 3 years' experience	36	\$2160	\$120	\$2640
	42	2520	140	3080
II: Master's, 5 years' experience	36	2760	120	3360
	42	3220	140	3920
I: Doctorate or equivalent, 9 years' experience	36	3480	120	4200
	42	4060	140	4900

SCHEDULE IV—A COUNTY JUNIOR COLLEGE, ABOUT 1000 STUDENTS IN 1946-47
No Differentiation in Grade, All Teachers Known as Instructor

Training	Minimum Salary	Annual Increment	Maximum Salary
A.B. only	\$2400	\$100	\$3700
A.M.	2400	100 per year, first four years, then 100 extra for 5th year and \$100 thereafter	3800
Department heads continue annual increment up to			4000

SCHEDULE V—A CHURCH-RELATED UNIVERSITY, ABOUT 10,000 STUDENTS IN 1946-47

Grade and Degree Held	Minimum Salary	Amount of Increments*	Maximum Salary
Instructor, A.M.	\$2000	\$150	\$2700
Instructor, Ph.D.	2500	150	3400
Assistant professor, A.M.	3000	200	3600
Assistant professor, Ph.D.	3500	200	4400
Associate professor	4500	200	5400
Professor	5500	100	6000

* Increments given annually on condition of satisfactory service.

SCHEDULE VI—A CHURCH-RELATED COLLEGE OF ARTS AND SCIENCE WITH ABOUT
1000 STUDENTS IN 1946-47

Grade	Minimum Salary*	Increment† Number Amount	Maximum Salary‡
Instructor	\$1800	3 \$200	\$2400
Assistant professor	2200	For each grade	2800
Associate professor	2500		3100
Professor	2700		3300

* For persons with Master's degree. For persons without Master's degree subtract \$100 from each of above figures. For persons with three or more years of graduate work but without doctorate, add \$100 to each of above figures. For persons with standard doctorate, add \$300 to each of above figures.

† Increments are not automatic but are normally granted biennially.

‡ For persons with more than ten years' service at this institution, add \$100 to maximum salary of his grade and for his training.

SCHEDULE VII—A CHURCH-RELATED COLLEGE OF ARTS AND SCIENCE ENROLLING
ABOUT 700 STUDENTS IN 1946-47

Grade	Minimum Salary	Increments	Maximum Salary
Assistant	\$1300	\$100 per	\$1500
Instructor	1750	year in	2000
Assistant professor	2100	all grades	2200
Associate professor	2300		2400
Professor	2500		3000

Increments are quasi-automatic, dependent on income of institution.

SCHEDULE VIII—A CHURCH-RELATED COLLEGE OF ARTS AND SCIENCES, ABOUT
500 STUDENTS IN 1946-47

Grade* and Degree or Training	Salary Minimum	Annual Increments Number Amount	Salary Maximum
Instructor:			
A.B. only	\$1700	3 \$25	\$1775
A.M.	1810	3 30	1900
Assistant professor:			
One year graduate work	1920	3 30	2010
A.M. plus one year	2030	3 35	2135
Three years' graduate work	2140	3 40	2260
Associate professor:			
A.M.	2030	3 35	2135
A.M. plus one year	2140	3 40	2260
A.M. plus two years, preferably Ph.D.	2250	3 45	2385
Professor:			
Three years' graduate work, preferably Ph.D.	2360	3 45	2495
Ph.D. and eight years' college teaching	2470	4 50	2670

* Salaries given above are for married teachers. For single teachers deduct: instructor or assistant professor \$50; associate professor or professor \$100.

It may not be amiss to consider some of the principles underlying the construction or revision of salary schedules. The following were suggested by Walter C. Eells in a survey of a junior college and quoted in a study by Dr. Eells and the present writer:

(1) Minimum salaries should be high enough to afford a living wage for twelve months at the standard of living demanded of college teachers in the area in which the college is located.

(2) Initial salaries should be based upon amount of educational preparation and experience in teaching. Allowance for experience in other institutions, however, should not exceed half that allowed for similar experience at the junior college concerned.

(3) Salary increments should be based upon demonstrated success in teaching at the institution and upon evidence of professional advancement.

(4) Salary increments should be distributed over a long enough period that they will increase by at least 10 and preferably 15 or 20 increments to an established maximum.

(5) Maximum salaries should be high enough to act as a long-range incentive. Normally they should be approximately twice that of the initial salaries. Thus with an entering salary of \$2000 an instructor should be able to look forward to one of \$4000 after twenty years of service.

(6) Men and women of equivalent training, experience, and service should receive equal salaries for equal work.

(7) Heads of departments should receive additional amounts related to the number of instructors under their supervision.¹

VIII

It appears that a large number of institutions make salary payments only during the academic year, while the staff member is actually on duty. An almost equal number spread the salary payments over the twelve-month period. This latter practice appears to be growing in favor, although there seems to be no great difference in the amount of salaries resulting from the difference in number of installments into which it is divided.

¹ Henry G. Badger and Walter C. Eells, "Junior College Salaries in 1941-42," in the *Junior College Journal*, 15: 346-358, also published separately by the American Association of Junior Colleges under title of *Junior College Salary Study*.

An overwhelming majority of institutions pay salaries monthly. A few pay semi-monthly, and an occasional other institution pays every six weeks or at other intervals.

TABLE 5—PARTICIPATION IN RETIREMENT AND INSURANCE PLANS, INSTITUTIONS OF HIGHER EDUCATION, 1946-47

Item	Institutions Participating in Retirement Plans		Institutions Participating in Insurance Plans	
	Required	Optional	Required	Optional
All Institutions Reporting.....	324	59	54	139
Census Regions:				
New England.....	27	7	2	14
Middle Atlantic.....	63	10	15	24
East North Central.....	50	11	10	34
West North Central.....	43	7	7	16
South Atlantic.....	42	8	6	17
East South Central.....	16	7	2	9
West South Central.....	27	5	6	5
Mountain.....	15	2	2	7
Pacific.....	41	2	4	13
Accreditation:				
Association of American Universities..	123	18	37	63
Regional Associations.....	97	23	13	41
Professional Associations.....	34	4	3	11
Not accredited.....	70	14	1	24
Control and Type:				
Publicly Controlled				
Large Universities.....	32	4	9	14
Arts and Science Colleges.....	16	..	4	5
Professional and Technical Schools..	20	..	3	8
Teachers Colleges and Normal Schools.....	51	..	3	4
Junior Colleges.....	50	2	3	3
Privately Controlled:				
Large Universities.....	22	5	13	8
Arts and Science Colleges.....	93	31	10	79
Professional and Technical Schools..	20	6	4	14
Teachers Colleges and Normal Schools.....	1	2	2	...
Junior Colleges.....	19	9	3	4

Of the 642 institutions replying to this inquiry, 324, or just over 50 per cent, require some participation in established retirement plans; an additional 59, or 9 per cent, make such participation optional. Some form of health or life insurance is required at 54 institutions and optional at 139.

A comparison of the data in Table 5 with the number of in-

stitutions replying to the inquiry as shown in Table 1 shows that the percentage of institutions offering these privileges is greatest in the Mountain and Pacific areas and least in the East North Central and East South Central areas. In like manner, the institutions with nation-wide accreditation offer this protection most commonly and those with no accreditation least commonly. It is more frequently available in publicly controlled institutions than in those under private control and in the large institutions than in the small ones.

Data on other privileges accorded faculty members are scattering. It appears, however, that about one institution in nine over the country offers some sort of a cost-of-living bonus. In the few cases where the amounts of these bonuses were stated, they were not usually more than five to ten per cent of the base salary. Houses or apartments, meals (either free or at reduced rates), and other aids were reported in so few institutions that they warrant no more than passing mention. Sabbatical leave is available in only about two per cent of the institutions reporting, with conditions governing it varying so markedly as to make generalization impractical.

IX

It appears from data summarized in Table 6 that the division or department head has some responsibility for the determination of salaries of the staff in 140 of the 642 institutions furnishing data for this study. In 208 institutions the dean has responsibility, and in 450 it devolves on the president. The business officer is consulted in 48 institutions and the board of trustees handles the matter in 343 cases. The State Department of Education has responsibility in 46 institutions, 29 of which are teachers colleges; and the city superintendent of schools has authority in 19 institutions, all city junior colleges.

An interesting and possibly a significant feature is that in 68 institutions (10 per cent of the total number of institutions replying to the inquiry) a committee of the faculty has some responsibility in this matter. Whether this authority is final or merely recommendatory is not shown in the data; neither is there evidence as to whether this percentage is increasing or decreasing from time to

TABLE 6—AUTHORITIES RESPONSIBLE FOR DETERMINING SALARIES OF COLLEGE TEACHERS, 1946-47

Item	Number Reporting	Authorities Having Responsibility								
		Division or Department Head	Dean	President	Business Officer	Faculty Committee	Board of Trustees	City Superintendent of Schools	State Department or Board	Other
All Institutions Reporting	642	140	208	450	48	68	343	19	46	45
Census Regions:										
New England.....	55	3	12	39	3	1	26	..	13	11
Middle Atlantic.....	119	28	39	78	4	21	55	..	9	12
East North Central...	118	25	52	88	10	12	68	4	2	2
West North Central...	90	17	21	55	11	8	42	8	7	14
South Atlantic.....	85	23	33	67	6	6	43	..	6	3
East South Central...	44	9	15	33	3	3	32	1	1	..
West South Central...	49	14	17	33	5	4	26	1	4	..
Mountain.....	24	8	6	22	3	5	13	1	4	1
Pacific.....	58	9	13	35	3	8	38	4	..	2
Accreditation:										
Association of American Universities....	178	80	100	156	12	32	114	..	7	8
Regional Associations.	199	42	66	144	19	22	85	8	10	4
Professional Associations.....	85	6	14	44	3	10	38	..	15	14
Not accredited.....	180	12	28	106	14	4	106	11	14	19
Types of Institutions:										
Publicly Controlled:										
Large Universities..	42	28	28	40	1	2	35	..	2	2
Arts and Science Colleges.....	24	14	14	20	2	2	10	..	4	2
Professional and Technical Schools	27	10	12	19	1	..	8	..	6	4
Teachers Colleges and Normal Schools.....	86	9	9	48	1	8	13	..	34	17
Junior Colleges.....	74	2	8	30	1	8	37	19	..	2
Privately Controlled:										
Large Universities..	30	20	22	26	..	4	21	..	..	1
Arts and Science Colleges.....	217	40	88	176	30	35	133	..	..	6
Professional and Technical Schools	74	12	19	43	8	5	52	..	..	6
Teachers Colleges and Normal Schools.....	6	..	..	1	1	..	2	..	..	..
Junior Colleges.....	62	5	8	47	3	4	32	..	..	5

time. It is, however, noteworthy from the data here summarized that institutions where this practice is observed are scattered over all geographical sections of the country, that they represent all types of accreditation, and that they are found in all types of institutions. More than half of the institutions are under private control, and nearly half are of the arts and science type.

The data should be viewed with extreme caution. In the first place, they do not show the flow of responsibility, they show merely the officers or other authorities having some responsibility in connection with the determination of faculty salaries. They do not show even type of responsibility devolving on the different agencies. Since several institutions indicated that more than one officer had responsibility in this matter, it is clear that in some cases this authority is either subordinate or concurrent, that it is not final in every instance reported.

Again, the data show that out of 642 institutions reporting, in only 343 does the board of trustees have responsibility and in only 450 does the president have it. The only reasonable inference from this is that in many instances this responsibility is so obvious or well accepted that the reporting officer did not take the trouble to report it. Again, it is quite possible that in some institutions this responsibility is accepted by an officer or by the board itself without any written regulation on the subject, so that the reporting officer reported only the regulations and said nothing about a practice which may have actually prevailed at his institution.

X

It is perhaps beyond the province of this paper to raise the question of the adequacy of the salary schedules summarized in this paper. The relation of salaries to cost of living is itself a problem of considerable magnitude. Changes in the cost of living over the years and concurrent changes in salaries of college teachers constitute another phase of the problem lying beyond the purview of the present study.

It is worthy of note, however, that salaries for 1946-47 are recognized in at least some quarters as not entirely adequate. In the summary of the Hoff study referred to on an earlier page of this

study, it appears that for 155 institutions, located for the most part in the North Central areas of the United States, an average increase of 12.5 per cent over the 1946-47 schedules was expected for 1947-48.

UNIVERSITY PROBLEMS IN HOLLAND AFTER THE WAR

By H. J. VONK

University of Utrecht

During and after the war the necessity for a reorganization of the universities in the Netherlands has been felt more and more strongly. The problems involved relate mainly to four desirable reforms, as follows:

1. Better organization, in relation both to the planning of educational programs and to the establishment of better contacts between all of the people and institutions which partake of the university life.
2. Better general education of the students as a counterbalance to the unavoidable modern trend toward specialization.
3. Better contacts between the university and society.
4. More autonomy in the control of educational programs.

Before considering these problems let us give a short impression of the organization of the universities in general. In Holland they are for the most part national universities, or—if we include the University of Amsterdam—are maintained by the central government and by a municipality. These are the only fully developed universities, with a full complement of faculties, and they have by far the largest number of students (see p. 473). These national universities are Leiden, Utrecht, and Groningen. The professors, members of the staff, and other personnel of these universities are members of the civil service. Under national control are also the Technical College of Delft, which offers higher education in all branches of engineering, and the Agricultural College at Wageningen.

The private universities are: the Free University at Amsterdam (Calvinistic) and the Roman Catholic University at Nijmegen. Private colleges are an Economic College at Rotterdam and a Roman Catholic Economic College at Tilburg.

In the national institutions the entrance requirements, the examinations, and the grades are regulated by law, or by regulations comparable to the British "Orders-in-Council," based on this law. The private universities and colleges are free in the choice of their personnel, but are subject to the same regulations concerning admissions, grades, etc., as are the national institutions. For the sake of brevity we will restrict our further considerations chiefly to the national universities, from which the municipal University of Amsterdam shows only slight deviations.

From the facts stated above it will be clear to American readers that there is a good deal of centralization in the regulations concerning the mode of action (admissions, examinations, grades, salaries of personnel). Such central control is not found in the administration and management of the individual university. There is neither much continuity nor much authority in their direction. All professors together form the senate, but that body is far too large for the daily direction of affairs. This direction is entrusted to a Rector, appointed by the government for *one* year only, generally according to seniority. The Rector and a few members of the senate form the so-called *Senatus contractus*. The function of Rector does not relieve the incumbent of his function as teacher, or director of his institute. The time which he can devote to the management of university affairs is therefore necessarily rather limited. Each faculty has a president and a secretary who are chosen for some years. The faculties decide in a general way on the program of studies, but much is left in this respect to each professor individually.

Each university is under the supervision of a Board of Curators, appointed by the government. The President and members of this Board receive no salaries, with the exception of the secretary, who is a salaried government officer. He supervises the financial administration of the university, although part of the control of funds, such as the calculation and payment of salaries, is centralized in the Ministry of Education. The function of Secretary of the Board of Curators is one of great importance. This officer prepares most of the business of the Board and regulates many of its daily affairs. The Board advises the government as to requests for equipment, erection of new buildings, recommends appoint-

ments of professors and lecturers who are nominated by the several faculties, and has other similar functions.

It is obvious from these statements that a central figure for the direction of the university—like a President in American universities—is lacking. The functions which are fulfilled by the American President are in our system divided among the Rector, the President of the Board of Curators, and (for many daily affairs) the Secretary of this Board.

II

It is against this mode of organization that much criticism is directed. The critics desire a central figure who is the responsible and stimulating manager of the university, a functionary who can devote all his time and force to the direction and coordination of the university affairs, without being encumbered by the necessity of teaching or research. The solutions proposed for solving this problem vary from the creation of an office like that of the President of an American university, appointed for life, to a Rectorship for five or six years, with freedom from teaching and departmental administration.

It is an open question as to what will become of the Board of Curators if the office of President is created. An attractive proposition is to replace these various Boards by one Central Board of Curators. Such a Board would be able to coordinate the affairs of different universities.

A central figure for the direction and the coordination of the affairs of each university could also contribute to a better contact between professors, staff, and students. It is the general opinion that through the specialization in innumerable disciplines the idea of the university is no longer felt as a unifying principle by all people concerned. Another reason for this sense of disintegration lies in the historical development of the university institutions, which in Europe are mostly scattered throughout a large city. The University of Leiden is exceptional in that it succeeded shortly before the war in concentrating many of its institutions (especially of the medical faculty) on one campus. This development—unavoidable from lack of room—has been not only materially uneconomical, but also spiritually disintegrating. A vivi-

fication of the contact between all persons partaking in teaching—as teachers and as students—is felt to be necessary as a counterbalance to these disintegrating tendencies. This desired development is indicated as “*Civitas Academica*.”

The students of Dutch universities and colleges live individually in boarding houses. Sometimes several of them take their meals together. Communal living of students in internates, dormitories, etc., such as is the frequent practice in England and America, is not found in this country. Our custom of living separately has a certain disintegrating effect. In Utrecht and Leiden, after the war, student homes have been created where students may have cheap meals together and where they can use rooms for discussions and assembling. In Utrecht also a very limited number of students can rent a room in the student home.

These disintegrating tendencies (specialization, scattering of institutes) have been at work for a long time. The results have manifested themselves heavily during the occupation in difficulties encountered in organizing resistance against the German oppression. Lack of a pre-existing official contact (and of a generally recognized organ for this contact) between the universities has handicapped unity of action. A good moment for universal action would have been the occasion of the dismissal of Jewish professors in 1940. Through lack of contact this opportunity was largely lost. Only the University of Leiden used it, whereas the other universities waited until the occupying power announced his measures for the persecution of students in the spring of 1943. However, in my opinion, the time has not yet come for a full evaluation of all the motives and circumstances which have played a rôle in the organization of this resistance. The position of university Senates was very difficult because among their members were Germans and persons appointed by the occupying government, which made frank discussions difficult and dangerous.

III

The second aim which we mentioned among the desires for re-organization is a better general education of the students. The requirements for examinations and especially for taking a doctor's degree are rather high, certainly much higher than in German

universities. According to these requirements the duration of the different studies is rather long. We may assume six or seven years for medicine, with two or three years extra for final specialization, six years for natural sciences and mathematics, six years for literature, history, and geography, four to five years for law and theology. In all these studies two or three years more are necessary for taking a doctor's degree.

University study is usually begun at an age of eighteen or nineteen years, so that it is generally not finished before twenty-seven or twenty-eight years, if a doctor's degree is taken. This duration of the studies is too long. The results in general education are not in accordance with the long duration of the study. A certain limitation in specialization seems necessary in order to make the study shorter, as well as to have more time for general education. Shortening of the study is at present also required by the difficult economic circumstances.

The following subjects for general education are being proposed: Philosophy, arts, economics, preparation for citizenship. Collective participation in these courses will also bring the students of different branches nearer together. Experiments with some of these courses during the last year have shown a great interest among the students for such subjects. It remains a problem whether this general education (usually called "Studium Generale") is to be compulsory or elective.

The third reform which seems desirable arises from the present lack of contact between university and society. The criticism is being made that the university does not prepare its pupils for the many professions in society for which higher learning is required. As such are mentioned: journalists, leaders of trade unions, social workers, political leaders, industrial managers, members of the state and municipal civil service, etc. These objections to the present system seem to me justified only to a certain extent. It is true that the university preparation which can now be obtained by future politicians and members of the civil service is too much a one-sided juridical preparation. To meet these objections the University of Amsterdam formulated a plan for a socio-political faculty. In my opinion industrial managers could obtain a sufficient preparation at the existing economic colleges for the eco-

nomics and at the Technical College of Delft for the technical instruction. There is also an economics faculty at the University of Amsterdam. Moreover, it seems to me that not all professions for which a certain amount of solid knowledge is desirable need a university preparation, as for instance social workers. Probably such students will receive better training by persons thoroughly versed in the practice of these professions and their difficulties than by university professors.

Furthermore, it seems to me that many of the advocates of this closer contact between university and society suffer from a certain exaggeration of viewpoint. Many of their desires (*e. g.*, asking to make the preparation of elementary school teachers a part of the university business) are inspired by American examples. Now it is just this "dilution" of the university task which Flexner opposed in his well-known work. Many of the things which are so desirable in the eyes of some critics in Holland seem to be criticized severely in America, which is familiar with their practice. A closer contact between university and society is certainly desirable in Holland, but it must never be forgotten that the university has a task of its own and that too much "dilution" with practical affairs is unfavorable for the task of theoretical research. Moreover, it is the scope of the university to teach its pupils to think and to give them an idea of the scientific methods of a science. Considering the diversity of society it can never be its task to prepare them in every respect for every vocation.

IV

A mode of organization which brings most of the universities under the direct control of the central government is unknown in America, in England, and in many other countries. It is, therefore, worthwhile to consider the advantages and disadvantages of this mode.

To someone unfamiliar with its practice in Holland the disadvantages may seem to outweigh the advantages. Such disadvantages certainly exist, but not to the extent which might be expected. Firstly, it might be feared that appointments of professors would be severely influenced by political motives and by the political color of the temporarily governing cabinet or minister. There are

cases in which such undesirable influences have played a rôle, but they are not numerous. In general, in making appointments the recommendations of the faculty concerned are followed by the government. A second disadvantage is the fact that the somewhat complicated and rigid rules for the government administration must be followed by university laboratories and other institutions. On the other hand, it is certainly an advantage for the scientific personnel of a university to belong to the government civil service. They enjoy the legal status of the other members of this service with strong guarantees against unjust treatment, arbitrary dismissal, etc. However, this very status makes it impossible to differentiate in salary according to capacity or achievement. Since judgment in such matters is so difficult, this seems to me to be not altogether a disadvantage.

The position as a national institution makes it perhaps less attractive for private persons to bestow endowments on the university or its institutions. It may also be that a certain lack of interest in university problems plays a rôle here. Certainly a central figure like a President could do much more to enliven the interest of private persons in the needs of a university than the present direction is able to do. On the other hand, it must be borne in mind that large private endowments also have their disadvantage as they entail the danger of bringing the institution under the influence of private interests.

Taking into account all these considerations and the practice which has developed, the position of our principal universities as national organizations does not seem unfavorable to me. Therefore, I am not convinced that the desire for more autonomy of our universities is justified. Those who are advocates of this enlarged autonomy want to unite all the universities in one body or "corporation." To the board of this corporation they want to give the right of making by-laws concerning admission, examinations, direction of the universities, etc., which are now made by the central government. This would be an example of what is often called "functional decentralization" of government. It seems to me, however, that if the organization of the universities is to be regulated centrally one can better use the existing departmental administration for this purpose. Its officers have the necessary practice

in matters of government, and can devote all their time to this business. The board of the new corporation would consist of persons for whom this service is not their chief function. This would involve the appointing of officers to this board, who would get a great influence without being responsible via a minister to the parliament. I think that these matters deserve thorough examination before definite changes are made.

V

There is still one problem that must be mentioned, although it is a temporary one. During the war the universities have been practically closed since February, 1943, and the students were obliged to hide themselves for fear of deportation. This fact and the extremely difficult food problems between September, 1944 and May, 1945 have prevented them from devoting much time to their study. In consequence the universities are now crowded by all the students who have lost so much time for their study during the war. Many lectures and courses have to be given twice or even thrice. This takes much time for teaching and staff personnel. The great increase in the numbers of students for 1946 as compared to 1937 is shown in the appended table. It is due to the fact that after the liberation several year classes of students arrived together. The slight increase for Leiden as compared to the large increase for Utrecht, Groningen, and Amsterdam is due to the fact that Leiden was closed in 1940. The students of Leiden continued their studies at other universities and in part did not return to Leiden after the liberation. The great increase in the colleges of Wageningen, Rotterdam and Tilburg is also due to the fact that these colleges are still in process of full development. Moreover, the students who were in the last years of their high-school education during the last years of the war have received a rather sketchy training and have been given many considerations in passing their final examinations. This causes certain difficulties to them in understanding university teaching. However, these difficulties will be only temporarily felt. They are met by certain adjustments in the requirements for examinations. These are necessary both to enable these students to achieve their studies without too much delay and to make room for the following generation.

These measures do not endanger the thoroughness of the study. It is not my impression that the capacity or ambition for study has been seriously impaired by the difficulties which the students have encountered during the last years of the occupation. It is astonishing how well many of them have prepared themselves for their candidate's (bachelor's) examination without much guidance. Of the present difficulties which the students encounter in living, the most serious is the problem of clothing. Clothes of good quality are not yet to be got in our country, and clothes of bad quality are only to be got to a very limited extent and at unreasonable prices. These difficulties are greatest to young people who have formed no reserves of clothing, partly through lack of money, partly because they were still growing. Most persons of a certain prosperity still possess a small reserve of clothing in our country, although there are many individual differences in this respect. The cost of room and board has also risen considerably, but not quite proportionally to the cost of living in general.

VI

By chance the universities of Holland have suffered no material damage through war actions proportional to the total damages caused by the war to the whole country. Only the Agricultural College of Wageningen suffered much destruction and looting. The universities have, however, suffered many and severe losses by the untimely death of many of their professors, caused partly by persecutions, partly by bad circumstances of living in general, and of many of their students through the resistance and the deportations to Germany. These losses are felt heavily for the moment, but their influence on the task of the university will certainly diminish with the years.

Altogether the situation of our universities seems to me sound and hopeful for the future, especially if a certain administrative reorganization will take place soon. Naturally in the first years there will remain practical difficulties for the purchasing of instruments and chemicals through foreign exchange and trade restrictions, and through the difficulties of travelling to other countries. It may be hoped, however, that such difficulties will disappear in the course of the next few years.

University spirit and university work have not been the chief sufferers in our country. Desire for education and the spirit of research are not less intense than before the war. Important though the university problems are for the schools and society, they are not the most pressing. They are comparatively easy to solve. The economic and financial problems are by far the more difficult and dangerous for the future of our country.

TOTAL NUMBER OF STUDENTS AT THE NETHERLANDS UNIVERSITIES AND COLLEGES

	1946 ^a	1937
Leiden	2,568	2,339
Utrecht	4,080	2,692
Groningen	1,445	933
Amsterdam	4,130	2,477
(Municipal University)		
Amsterdam	911	619
(Free University)		
Nijmegen	751	429
(Roman Catholic University)		
Technical College	3,745	1,803
(Delft)		
Agricultural College	1,119	370
(Wageningen)		
Economical College	1,153	521
(Rotterdam)		
Catholic Economic College	620	204
(Tilburg)		
Total	20,522	12,387

^a The figures of 1946 are estimated. The actual figures will appear later in the official statistics. The figures of 1937 are those of the Bureau of Statistics.

BRITISH UNIVERSITIES AND THE GOVERNMENT

By J. HAROLD GOLDTHORPE

Department of State¹

Although American educational leaders are familiar in a general way with the reorganization of British elementary and secondary education under the Education Act of 1944, it does not appear that they are equally conversant with a comparable movement in the British universities. Because of the parallels in the current situation of the institutions of higher education in the United States and Great Britain—the substantial postwar enrollment increase, demands by government and other groups that the universities be geared more directly to serve the national welfare and the related problems of financial support and governmental relations—it appears worth-while to examine the plans of the British Government for its universities. Moreover, since the British universities have had considerable experience with Parliamentary grants following World War I, and the Government has recently embarked upon a program of greatly increased grants for the coming decade, it is pertinent to examine the problems of governmental relationships.

Granting that British universities are about the last example of almost complete *laissez faire* control and that they have maintained high standards and rendered a remarkable service, Lord Ernest Simon, Chairman of the Council of the University of Manchester, nevertheless recently indicated certain limitations:

1. The number of students has been smaller in relation to the population and the courses of study have been shorter than in any other comparable country.
2. Most professors are academic specialists and are not in close

¹ Since this article was written, Dr. Goldthorpe has transferred to the U. S. Office of Education.

- touch with the affairs of the outer world. . . . They ought to be more courageous in giving a lead to society on those matters on which they can speak with special competence.
3. There has been no organized attempt to see that the universities as a whole produced the right number of graduates in the different fields, or that their research covered all desirable fields in reasonable proportions. There has been some redundancy and (what is much more serious) there have been gaps on a considerable scale.¹

Lord Simon indicated that a remarkable change overtook the universities several years ago and stated that "Today the State is entering the field of university affairs with almost explosive force." He attributed this change to the conviction of the public and Government of the importance of scientific research and the greatly increased need for scientists for which the Government is already spending vast sums. Recommendations have been made to double the university enrollments within the coming decade and to bring university opportunities to a much larger number of able young people, together with increased Parliamentary grants for general support of the universities.

He added that the Government's interest is not exclusively concerned with scientists but that the following departments are aggressively concerned with the expansion of university opportunities:

- The Ministry of Health (doctors)
- The Ministry of Education (teachers)
- The Lord President of the Council (scientists and social scientists)
- The Treasury (finance and general administration)

To these departments and their official documents should be added the Foreign Office, which issued in March its *Report of Enquiry on Oriental, Slavonic, East European and African Studies*.

The Government's interest, however, has not been confined to the universities. There are additional official reports concerning the training of technical and other personnel in such fields as agriculture, dentistry, veterinary medicine, technology, and busi-

¹ Sir Ernest Simon, "The Universities and the Government," *Universities Quarterly* I: 79-95 (November, 1946).

ness management.¹ Because of the different structure and faculties of British universities, the studies and recommendations of these documents have only a marginal interest for institutions on the university level.

*McNair Report on Teachers and Youth Leaders*²

It appeared logical and necessary that the Board of Education, after the presentation of the Government's *White Paper*, "Educational Reconstruction" and in its plans for the Education Act of 1944 should concern itself with the training of teachers to implement its educational reforms. In March, 1942, the Board appointed a committee, under the chairmanship of Sir Arnold McNair, Vice-Chancellor of the University of Liverpool, "to investigate the present sources of supply and the methods of recruitment and training of teachers and youth leaders and to report what principles should guide the Board in these matters in the future."

This Report estimated that between 50,000 and 90,000 additional teachers were needed and emphasized that "nothing but drastic reforms will secure what the schools need and what the children and young people deserve." The annual prewar output of new teachers was approximately 6500 and of this number the university training departments prepared about 1500 graduates. The balance were trained in 83 two-year training colleges under the Board of Education and these graduates teach almost exclusively in the elementary schools. To meet the number of teachers required for the vast educational reorganization in Britain, the annual postwar demand for new teachers was estimated at 15,000.

To make teaching more attractive and to increase its public esteem the Committee recommended such measures as the elimi-

¹ Ministry of Agriculture and Fisheries, *Higher Agricultural Education in England and Wales*. Cmd. 6728; H.M. Stationery Office, January, 1946. Ministry of Education, *Interim Report on Agricultural and Horticultural Institutes*. H.M. Stationery Office, March, 1947. Ministry of Health, *Interim Report on Dentistry*. Cmd. 6565; H.M. Stationery Office, November, 1944. Ministry of Agriculture and Fisheries, *Second Report on Veterinary Education*. Cmd. 6517; H.M. Stationery Office, April, 1944. Ministry of Education, *Higher Technological Education*. H.M. Stationery Office, October, 1945. Ministry of Education, *Education for Management*. H.M. Stationery Office, May, 1947.

²Board of Education, *Teachers and Youth Leaders*. H.M. Stationery Office, April 1944.

nation of the marriage bar, improved school buildings, smaller classes, recruitment from the wider fields of industry, commerce and the professions as well as from the grammar, modern, and technical schools, a substantial salary increase to achieve salaries comparable to those in the other professions and the civil service, and lengthening the training college course to three years.

Upon the important issue of the responsibility of the universities for the training of leaders in the training colleges in their respective areas the McNair Committee parted company and presented alternative proposals. One-half of the Committee supported Scheme A, which called upon each university to establish a School of Education consisting of "an organic federation of approved training institutions," which would have full responsibility for teacher training. The balance of the committee recommended Scheme B under which a Joint Board would have charge of the teacher education function in each area and the university would be only a participant together with other training institutions.

English editorial opinion appears to have supported Scheme A and urged the universities to accept their responsibilities. The *London Times*, in its issue of May 4, 1944, offered the following penetrating editorial comment:

The universities should be the leaders and main sources of inspiration of any national system of education. It follows naturally that it is the university and no other body which must be the focus of the education and training of teachers. The Joint Boards have admittedly failed to promote real coordination, save in the matter of examination . . . and a main objection to the Joint Board Scheme is that it would perpetuate the social and economic distinctions between the universities and the training colleges. These distinctions would contradict the spirit of the Education Bill, and be fatal to the unification of the teaching profession which is the cardinal objective of the committee."

It appears that British education also has problems concerning sectarian control. After indicating that the Committee had failed to deal with the religious issue and that many of the training colleges are still under sectarian (Church of England) control, the *New Statesman and Nation* of May 18, 1944, commented in this vein:

The Church colleges are, with exceptions, among the worst, smallest and most poorly equipped. They are mostly quite incapable, unless the State is to provide masses of money for them, of coming up to a satisfactory standard. . . . Again it looks as if religion's vested interest is likely to stand dangerously in the way of reforms that are plainly needed upon educational grounds. . . .

The alternative solution, of bringing the entire provisions under the auspices of University Schools of Education, is vastly preferable, provided only that it is accompanied by real and far-reaching University reform . . . including (training for) a wide range of other growing professions, including the social services in all their aspects.

As yet no final decision has been made relative to these recommendations concerning the rôle of the universities. It is, however, abundantly clear that the Ministry of Education with its responsibilities for the training of teachers is coming into closer relationships with the universities than ever before.

Goodenough Report on Medical Schools¹

The Ministry of Health's *Report of the Inter-Departmental Committee on Medical Schools* accompanied the passage of the Government's National Health Service Act and recognized the close relationship between the successful administration of that act and an adequately trained medical personnel and hospital facilities. This committee was appointed in March, 1942, under the chairmanship of Sir William Goodenough, Chairman of the Nuffield Trust for the Oxford University Medical School and reported in July, 1944. Its report proposed four major educational reforms: (1) Building up an adequate supply of trained teachers in the medical schools; (2) provision for suitable postgraduate courses for existing practitioners; (3) greatly increased Treasury support; and (4) reorganization of the pattern of medical education.

The Goodenough Committee recommended that all medical schools become integral departments of universities (at the time of this Report all but four of the 30 schools were university schools); the abolition of the three extra-mural schools in Scotland; substantial personnel increases in teaching staffs, medical technicians

¹ Ministry of Health, *Report of the Inter-Departmental Committee on Medical Schools*. H.M. Stationery Office, July, 1944.

and nurses; instruction by whole-time professors in the clinical departments at annual salaries of £1500-£2500 (approximately \$6000-\$10,000) and the extensive offering of refresher courses of at least six months' duration for practitioners with four or five years' experience after registration.

With respect to student welfare provisions, the Report urged an increase in the number and amount of maintenance grants, organized student health facilities, residence and boarding halls, and physical education facilities at each school.

The Committee mandated equal opportunities for women in their medical training and postgraduate hospital experience. To spur the universities to admit more women, the Government accepted the Report's recommendation that future Parliamentary grants be conditioned upon the admission of a reasonable proportion of women students. It appears that 9 London schools previously barred women, while in the medical schools outside of London women constituted about 20 per cent of the total student body. The Manchester *Guardian* hailed the Government's action as the "triumphant conclusion of a long struggle against privilege and prejudice."

It is obvious that such comprehensive reforms would entail greatly increased financial support. To finance the capital expenditures required for land, buildings, and equipment, the Committee recommended special grants which would total £10,000,000 over the decade. To assist the medical schools to meet their increased current expenditures, the Committee proposed increased grants for medical education which would rise from £700,000 pre-war to between £3,000,000 and £4,000,000 after ten years. That such sums are not unduly large in terms of the Government's program is indicated by the Committee's estimate that these grants would represent but 2 per cent of the first year's cost of national health service.

A very interesting aspect of the Goodenough Committee's recommendations and the Government's implementation of them is in the latter's control over the use of these additional funds. The Government's 1945 Budget provided for an interim grant to meet the Committee's recommendations in its early stages and the University Grants Committee set up a special Medical Advisory

Committee to administer the grant for medical education. This Committee instructed the medical schools to reorganize their curricula and to report their detailed plans to carry out the Goodenough recommendations. These were then reviewed and approved by the Grants Committee, after which the universities received the new grants.

This action marked a new chapter in relationships between the universities and the Government. Indicating that the universities had previously received annual block grants which were spent according to their own plans, Lord Ernest Simon, in the article previously referred to, suggests the Committee's new approach in the use of conditional grants:

Now for the first time this large additional grant is given for the specific purpose, subject to the approval of detailed proposals from each university as to how the money is to be spent. It is only fair to say that the Goodenough Committee hoped that the medical grant would in, say, five years' time be included in the main grant and not earmarked. This is the first example of real planning and control of the universities by the Government . . . though it is understood that in certain quarters there have been rather strong protests.

Barlow Report on Scientific Man-Power¹

The Committee on Scientific Man-Power was appointed in December 1945 by the Lord President of the Council under Sir Alan Barlow, Second Secretary to the Treasury. It was commissioned to recommend policies for the development and use of scientific man-power for the next ten years. The Committee in the introduction of its report set its terms of reference in the following statement:

Never before has the importance of science been more widely recognised or so many hopes of future progress and welfare founded upon the scientist. . . . Least of all nations can Great Britain afford to neglect whatever benefits the scientists can confer upon her. If we are to maintain our position in the world and restore and improve our standard of living, we have no alternative but to strive for all that scientific achievement without which our trade will wither, our Colonial Empire will remain undeveloped and our lives and freedom will be at the mercy of a potential aggressor.

¹ *Scientific Man-Power*. Cmd. 6824; H.M. Stationery Office, May, 1946.

To meet Britain's scientific needs it was estimated that 5000 science graduates are required annually and that by 1955 the total number of qualified scientists must be doubled. To attain this goal it was strongly urged that the universities by 1950 should double their prewar enrollment of 50,000 students. To instruct this influx of students it was estimated that the number of university teachers would have to be increased from the prewar figure of approximately 4000 to approximately 8000 or 10,000. The Committee recommended improved salary scales and better working conditions in order to make the profession more attractive.

In a nation where the university student body traditionally represented a highly selected group, it is but natural that the question would be raised concerning whether sufficient competent talent was available for a large expansion of student enrollment. The Barlow Committee addressed itself to this important problem and concluded with the following significant statement:

Only about one in five of the boys and girls, who have intelligence equal to that of the best half of present University students, actually reach the Universities . . . there is clearly an ample reserve of intelligence in the country to allow both a doubling of University numbers and at the same time a raising of standards. . . . Even if the student population in British Universities were doubled we still fall short of a number of European countries and certainly of the United States of America in the relative provision we have made for higher education.

A valuable index of available talent for the universities is suggested by recent figures concerning the Higher School Certificate examinations. In the year just before World War II there were approximately 13,000 entries of which 10,000 students passed. In 1946 there were 23,000 entries and of these 16,700 students passed, thus indicating an increase in students qualified for university entrance of approximately 70 per cent.¹

It will be readily seen that, in a country with but 16 self-governing universities and five university colleges, its university resources would have to be substantially increased to meet this demand. The Committee expressed regret that Oxford and Cambridge were unable to suggest any permanent expansion in their student bodies,

¹ *Universities Quarterly* I: 226 (May, 1947).

and indicated that the real burden of expansion would fall upon the civic universities and the university colleges. The Committee recognized that this would mean tripling and even quadrupling the size of student bodies in the modern universities within the next one or two decades. Already the University of Birmingham has taken steps to increase its present student body of 1600 to an ultimate 4000 and is moving the University from the center of the City to a new site on the outskirts. Other modern universities are engaged in similar expansion plans.

The Report proposed upgrading several of the constituent colleges of the University of London and the establishment of at least four universities in that city. After commenting upon the number and variety of institutions organized as part of London, it recommended the decentralization or actual division of parts of the University.

In these ways the University capacity of London could be expanded to accommodate a total of 25,000 students or more. If New York, Boston, Chicago and many other American cities can usefully accommodate two or more universities of good standing, there is no reason why London cannot do the same.

With respect to the organization of new facilities the Committee recommended the foundation of at least one new university. It supported this proposal with this positive statement:

There is nothing sacrosanct about the present number of universities in the Kingdom and we are attracted by the conception of bringing into existence at least one University which would give the present generation the opportunity of leaving to posterity a monument to its culture. Moreover, there is some reason to believe that a number of able teachers from the existing Universities would welcome the opportunity to re-enact in the twentieth century the exodus which is said to have led to the foundation of Peterhouse in the thirteenth. We also believe that such a proposal would receive warm support from informed opinion and the general body of the public.

It is obvious that ambitious proposals of this character would require a substantial increase in the Treasury grants. The Committee pointed out that while the universities received in 1938

about £3,000,000 (about \$12,000,000) in grants from the Exchequer and from local authorities, the Government in its 1946-47 budget increased its recurrent grant to £5,232,670. In approving this substantial increase the Report took occasion to point out that American universities in 1938 "serving a population some three times as large, received in public funds no less than £32,000,000."

*Clapham Committee on Social and Economic Research*¹

British university leaders in common with their American colleagues are greatly concerned about the wide disparity between the expenditures for military research and other government research programs. Within their universities they are also concerned because of the huge sums spent on research in the natural sciences in contrast with the paltry amounts expended on the social sciences. In an effort to study and reduce this disparity, the Lord President of the Council appointed in 1944 the Committee on the Provision for Social and Economic Research. Its chairman was Sir John Clapham, formerly professor of economic history at Cambridge.

After pointing out that the social science departments of the British universities accounted for but 5 per cent of the full-time professors and readers on university staffs and that the same departments used only 3 per cent of the funds expended for departmental maintenance, the Committee recommended additional Parliamentary grants rising in several years to at least £250,000 or £300,000 annually. The Report referred to the lack of continuous support for economic and social research projects and to the tendency of administrators to improvise projects so as to attract financial support:

Ability to raise money from private (or public) donors is not necessarily related or an index of ability to carry out research;... we are satisfied that, in part, the social sciences faculties have had to bear a quite undue proportion of this sort of burden.

To meet this situation the Committee recommended that increased grants for research be made upon a "permanent and routine basis"

¹ *Provision for Social and Economic Research*. Cmd. 6868; H.M. Stationery Office, July, 1946.

and that these be administered by the University Grants Committee.

That there are reservations concerning the use of the Grants Committee, in its present form, to make these grants, is indicated by G. D. H. Cole's review of the Clapham Report in the *Universities Quarterly*.¹ He made the following critical comment:

This recommendation (that the University Grants Committee administer the new research grants in the social sciences) raises the entire question of the proper functions of the Grants Committee. Hitherto, in effect, the Committee has confined itself to responding passively to claims made upon it by the universities, and has not regarded itself as having any duty to plan for the balanced development of university studies or to take the initiative in pointing out defects. This negative attitude has been disastrous for the social studies. . . . A rightly constituted sub-committee of the University Grants Committee could help put matters right and accept some measure of responsibility for making the universities do the right thing, even where the reactionary elements largely at the head of them are strongly opposed.

*Enquiry on Oriental, Slavonic, Eastern European and African Studies*²

The Foreign Office appointed in December, 1944, under the Earl of Scarborough, then Parliamentary Undersecretary for India and Burma, an Interdepartmental Commission on Oriental, Slavonic, Eastern European, and African Studies. It examined university resources for study of these languages and cultures and published its report in March, 1947. Indicative of the importance of these studies, the Commission estimated that these population groups included about one-half of the world's total population. The Report urged British universities to assume the leadership in the study and interpretation of these peoples through the study of their languages, history, geography, economics, political institutions, and sociology. In short, it proposed a series of area studies similar to those developed here by the War Department in their A.S.T. Programs.

¹ G. D. H. Cole, "Report of the Committee on the Provision for Social and Economic Research," *Universities Quarterly* I: 98-100 (November, 1946).

² Foreign Office, *Report of the Interdepartmental Commission of Enquiry on Oriental, Slavonic, Eastern European and African Studies*. H.M. Stationery Office, March, 1947.

The Commission indicated the need for trained area specialists by seven government departments, commercial firms, the British Council, the British Broadcasting Corporation, research groups, and the missionary societies. There would be established 7 sets of a total of about 20 institutes and most of them would be concentrated in about five universities, including Oxford, Cambridge, and London. These institutes would be provided with substantial staffs, libraries, research funds and about 200 "post-graduate studentships;" the latter for £350 to £500 each and available for a period of three to six years.

To finance these institutes the Report proposed Parliamentary capital grants for physical plant facilities, travel grants to staff members for study in the areas of their specialization as well as for funds for staff salaries and research projects. The Commission estimated that the amount necessary to support this research would annually require about £225,000 by the end of a five-year period and of an equal additional amount by the end of a decade. In the early period it recommended that these Exchequer awards would be special "earmarked" grants although the Commission expressed the hope that within a few years these grants would be merged in the annual block grants. To implement these recommendations the Exchequer announced in June, 1947 a revenue grant of £ 125,000 to the Universities and £ 10,000 for postgraduate studentships for the year 1947-1948.

Parliamentary Grants

The real measure of Government support for the expansion of the student bodies and larger responsibilities for the British universities is in the recent actions of the Coalition and Labor Governments. Following World War I the Government made grants to the universities of approximately £1,000,000 and these rose slowly until 1939 when the grants amounted to £2,500,000 and accounted for about one-third of the universities' total income. In 1945 Sir John Anderson, Chancellor of the Exchequer in the Coalition Government, increased the University grants to £5,900,000. A similar increase was announced this year by Sir Hugh Dalton, of the Labor Government, when the total grant was raised to £9,450,000 and included for the first time a considerable capital grant. A

summary of the grants in recent years and the grants proposed for the next five years is presented in the table below.

PARLIAMENTARY GRANTS TO BRITISH UNIVERSITIES, 1935-52

Year	Recurrent Grants, £	Capital Grants, £	Total Amount, ^a £
1935-36	1,564,938	...	1,564,938 ^b
1938-39	2,077,900	125,233	2,400,402 ^c
1945-46	4,149,000	250,000	5,900,000 ^d
1946-47	5,232,670	290,000	9,450,000
1947-48	6,122,040	3,500,000	11,875,000
1948-49	9,970,000	6,000,000 ^e	f
1949-50	10,620,000	6,500,000 ^e	f
1950-51	11,270,000	6,600,000 ^e	f
1951-52	11,920,000	7,500,000 ^e	f

^a Includes special grants from the Exchequer by other government departments.

^b Swift, Fletcher Harper, *European Policies of Financing Public Educational Institutions: England and Wales*, University of California Press, p. 909.

^c Data for the year 1938-39, 1945-46 and subsequent years summarized in the editorial, "An Assured Future," *Universities Quarterly* I: 223-25 (May, 1947).

^d Includes £1,000,000 for medical schools and £500,000 for teaching hospitals in accordance with the Goodenough Report.

^e Estimates of capital grants for these years by the Chancellor of the Exchequer are based upon a total expenditure of £30,000,000 over the five-year period.

^f Not yet known.

The grants for the next five years were presented to Commons last March by the Chancellor of the Exchequer in answer to a Parliamentary Question. Sir Hugh Dalton indicated that the Treasury was resuming its prewar practice of making grants upon a five-year basis, thus enabling the universities to make their plans over a longer period. With respect to recurrent grants for general university support, Mr. Dalton was definite, but he was unable to be so certain concerning capital grants. Although the universities had submitted five-year expansion plans calling for £50,000,000 for new buildings, sites and equipment, the Chancellor's estimate was that probably not more than £20,000,000 worth of new buildings could be erected because of the materials and man-power shortages.

Because of the phenomenal increase in Treasury support it is scarcely surprising that the editor of the *Universities Quarterly*

characterized this new policy as a "landmark in the development of government policy on the universities." Outstanding papers and journals such as the *London Times*, the *Manchester Guardian* and the *Economist*, have also commented favorably on the Government's increased grants. A *Times* editorial, however, offered this timely warning:

Financial aid by itself is not enough. . . . Scholarship cannot be mass-produced, nor secured save by the ministrations of scholars. All the country's plans for social reform and well-being, all its aspirations to exercise a beneficent influence in international affairs will be frustrated if it cannot command the services of . . . men and women possessing that breadth of mind and catholicity of understanding which university life is designed to develop.

University Grants Committee

The University Grants Committee was organized in 1919 under a Treasury Minute which appointed it "To enquire into the financial needs of University Education in the United Kingdom (since the Government of Ireland Act of 1920, the Grants Committee has dealt only with the British universities) and to advise the Government as to the application of any grants that may be made by Parliament toward meeting them." Prior to 1919 small "lump sum grants" to the universities were administered by the Board of Education; since that date these grants have been paid directly by the Treasury upon the recommendation of the Grants Committee.

The University Grants Committee is composed of sixteen members, most of whom are retired university professors. Its chairman is Sir Walter Moberly, formerly Vice-Chancellor of the University of Manchester, who has served in that capacity since 1934. The Committee has its own office and staff and functions independently of the Ministry of Education. The Committee receives each year educational and financial returns from the universities and university colleges and upon the basis of these reports makes recurrent allocations "without specifying the method of computation or, as a rule, the purpose for which the grant is to be expended."¹ In making its awards, the Committee takes into account the grants

¹ Swift, Fletcher Harper, *European Policies of Financing Public Education Institutions; England and Wales*, p. 770.

for other government aided services, such as research, agricultural education by the other ministries.

At various times the Committee has also made nonrecurrent grants for such special purposes as student unions, hostels, and libraries. Occasionally Parliament has made a special grant directly to a specific university as it did in 1926-27, when it voted a special building appropriation of £212,500 for the University of London. Since this grant was not supported by the Grants Committee it was not listed in their *Report*.

In referring to the influence of the University Grants Committee, Flexner stated:

This Committee . . . has been a gentle but powerful influence for good. In the absence of control by an education ministry, it has assisted what is good and quietly ignored all else. Its counsel and its funds have been equally acceptable.¹

To carry out the recommendations of the several Government reports reviewed in this article and in the Government's acceptance of the Barlow plan to double university enrollments in the next ten years, the Government has undertaken new and enlarged responsibilities of a different character and scope than previously carried by the Grants Committee. In spite of recent gifts of industrial companies, private benefactors and foundations and with student fees held constant or reduced (a refreshing contrast to the recent tuition increases by American institutions), Lord Ernest Simon estimated that the Exchequer would in a few years contribute to the universities about £20,000,000 annually toward their current expenditures.

To meet the mandates of the Barlow plan the Government would be called upon to finance about three-fourths of the expenditures for capital expansion. It was Lord Simon's estimate that these Treasury grants would probably amount to about £75,000,000. In view of this marked change in the scale of government grants, it is not surprising that he referred to it as a "development of the first importance." He added significantly, however, "The

¹ Flexner, Abraham, *Universities: American, English, German* (Oxford University Press), p. 251.

Government has shown, and is likely to show, moderation and wisdom in using its power of finance to control the universities."

The London *Educational Supplement* for March 15, 1947, in commenting upon the changed relationship of the universities and their greatly increased State support, offered the following caution:

The University Grants Committee will wish to take a closer interest in an ordered and nationally advantageous development of academic enterprise—without any infringement of academic freedom. But this does not imply the right to indulge in improvident projects. . . . There will clearly have to be a division of interests between them. . . . Fortunately, there is no reason to fear that either the Treasury or the University Grants Committee holds any different opinion.

This situation was also recognized in the report of the Committee on Post-War University Education of the British Association for the Advancement of Science.¹ It called for increased State subsidies and urged that "while the universities safeguard their autonomy, they must get over their fear of governmental influence." Expressing its faith in the universities, it added, however, "We believe that the universities will be strong enough to resist any harmful requirements which the Government might be tempted to couple with substantial increases in State grants."

However, at various times doubts have been expressed concerning the ability of the Grants Committee to discharge adequately its increased responsibilities. The *Economist* suggested that the peculiar relationship between the Government and the Grants Committee was such that the Committee is "largely dominated by what the universities and that loose but important unofficial body—the Committee of Vice-Chancellors and Principals—suggest."² It also called for a "more satisfactory method of planning and guiding university development."

In its second article the *Economist* further pointed out that although the Grants Committee had been given wider powers it still lacked an adequate full-time staff:

¹ British Association for the Advancement of Science; *Committee on Post-War University Education*, July, 1944, p. 43.

² "University Progress," *Economist* CLII: 789-90 (May 24, 1947).

With such an equipment it is small wonder that there is very little sign of conscious policy and that the scale of government grants is determined by adding together the estimates of all the universities. Such a procedure must end by being highly unsatisfactory, for the aggregate of what every university wants individually is not necessarily the same as what the nation needs in total.¹

It is thus clear that American institutions are not alone in being unable generally to solve the problem of the duplication of curricula and services.

In spite of the deficiencies referred to, however, the *Economist* concluded:

It would be grossly unfair to pay anything but wholehearted tribute to the way in which the universities have tackled their post-war problems. Boldness, imagination and ambition are the hallmarks of almost all their plans. . . . It may have been necessary for the Chancellor to dangle a large financial carrot before the universities were prepared to start moving, but they are now proceeding at a very vigorous gallop.

The Committee of Vice-Chancellors and Principals

Since its organization, the University Grants Committee has worked closely with the Committee of Vice-Chancellors and Principals, which has served as an informal consultative body and was especially effective during the War. Within recent months this group has become more active, appointed several committees to study university problems, and has recently submitted a comprehensive report, "A Note on University Policy and Finance in the Decennium 1947-56."²

Part III of this Report deals with the important issue of future relations of the Government and the universities. The Vice-Chancellors recognized the Government's responsibility for leadership and invited "a greater measure of guidance from the Government . . . to devise and execute policies calculated to serve the national interest." According to the Barlow Report, the Com-

¹ "Towards a University Policy," *Economist* CLII: 835-36 (May 31, 1947).

² Hetherington, Sir Hector, "A Historical University Document," *Universities Quarterly* I: 189-92 (February, 1947).

mittee of Vice-Chancellors has heretofore concerned itself with immediate problems and has lacked funds for an adequate secretariat to conduct comprehensive studies of all fields of university education and was not adequately in touch with national needs. Since this statement, the Chancellor of the Exchequer has authorized and equipped the University Grants Committee to function more effectively as the planning agency for the universities.

Broadening the university representation for the consideration of their problems, appointment of committees to carry out investigations, to publish reports and to negotiate with the Grants Committee and other government departments have been proposed by various interested groups.¹ To off-set the official character of these committees, Lord Ernest Simon advanced a concrete proposal for a more democratic "Joint Universities Council." This body would include four representatives from each university, a member of the governing body, the Vice-Chancellor, a professor, and a junior staff member. Such a group sponsored the Universities Conference in September, 1946, and a similar representative group will meet again this year. Lord Simon suggested the use of such a council for the discussion and review of the work and proposals of the University Grants and Vice-Chancellors Committees. He sagely observed, "Unless there is free and public discussion of this work, they may, perhaps, prove to be too powerful."

Conclusion

This brief article has essayed a presentation of the recent efforts of the British Government to expand university opportunities in the interest of the national welfare. British universities have been intimately and increasingly concerned about their relations with the Government since World War I, when Parliament first awarded them substantial financial assistance. The present large measure of cooperative planning is in striking contrast to the jealous attitude of the heads of the Oxford Colleges and the Vice-Chancellor of Cambridge who refused in 1850 to attend a meeting of a Royal Commission or to answer the Commission's questions. Knowl-

¹ Among these are the following: Association of University Teachers, National Union of Students, Parliamentary and Scientific Committee and British Association for the Advancement of Science.

edge of recent developments in the British universities and their government relationships deserves the consideration of the professors and administrators of American institutions of higher education.

WITH THE TONGUES NOT OF ANGELS BUT OF MEN

By RICHARD R. WERRY

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Advice is easily proffered to the young and the inexperienced contemplating entering any profession by the experienced of that profession. Be Strong—Uphold Ideals—Fight the Good Fight—Spirit before Body—such ideals, however laudable and sincerely spoken, are of little value to the young man or young woman in graduate school who contemplates entering the academic profession. To be useful to prospective teachers, these ideals require application to an actual situation. In graduate school I knew this and so did many of my fellows, yet I—and they—felt that we could be more practically counselled concerning the nature of the academic profession than we were. It was tacitly understood by our teachers that we to whom these ideals were addressed were preparing to become college and university teachers. Yet exactly what the profession of college and university teaching was like, what we could expect in the way of salary, advancement, opportunities to teach courses related to the area of knowledge in which we had been specializing—such matters as these were left entirely to our conjecture. A few of us may have browsed through copies of the *Bulletin* of the American Association of University Professors, stealing time from recommended course reading for this luxury, but most of us were wholly uninformed concerning the nature of the profession for which we were preparing. A bit of plain talk from one of our professors, offered without regard for the myth of Academe—that fantasian realm where professors live in “pure serene,” supposedly untroubled by the petty frictions that vex Yahoos and the other inhabitants of the earth—might have done some of us priceless service by restraining us from entering the profession and would have done all of us some service in preparing us for the realities of the profession.

II

There are good doctors and poor doctors, but all doctors can be expected to prescribe at least harmlessly for ordinary diseases and, in an emergency, to perform an appendectomy with reasonable expectancy for success. There are good lawyers and poor lawyers, but all lawyers seem able to sue for bills unpaid, or to procure a decree of divorce when neither husband nor wife contests. On the basis of what tangible evidence of accomplishment, however, can a teacher be measured for his worth? At any given minute, what product of his skill attests his ability? The answer is that the profession has not developed objective criteria for the measurement of the worth of the college teacher. And it is my belief that it is the lack of such criteria and their use, hence the lack of demonstrable products by which a teacher's worth and effectiveness can be measured, that explains in large part the absurdly high value placed by most administrators upon faculty publications, which are, at best, mere by-products of a teacher's true work.

It is true, of course, that the teacher devotes much of his time to helping students attain a certain facility in more or less demonstrable techniques—of language, laboratory routines, mathematical procedures, singing, et cetera. Certainly, a part of his function is to simplify the learning process whenever possible. But the extent to which he succeeds in this function is an immeasurable variable. Experienced teachers often fail utterly with some students, whereas inexperienced or generally ineffective teachers have been known to succeed. In any event, the examples of self-made men, and the success of seriously undertaken correspondence courses, amply indicate that learning is an individual process. The teacher can be its agent, sometimes—perhaps too often—is its salesman. But the fact remains obvious to those unblinded by their own interests that the teacher's realm is a subjective, not an objective, one. Like the preacher and the priest, the teacher ministers to mind and spirit rather than to body. Not fact but character is his real clay. So to any young man or woman considering teaching as a life's work, the question, "What specific qualities make a good teacher?" is of paramount importance. I state categorically that a practical answer to this question would have been more valuable to me

before I became a teacher than the content of any of my graduate courses. Granting that teaching offers a wide latitude for original techniques of presentation and for histrionic talent, that its personnel, including atheists and divines, economic reactionaries and liberals, utilitarians and esthetes, constitutes as heterogeneous a professional group as any in the world, I suggest that there are certain qualities of attitude, possessed consciously or not, which distinguish the *good* teacher, whatever his subject, from the adequate teacher. Below I submit three such qualities which any undeluded graduate student contemplating a career in college or university teaching might use as criteria in measuring his chances for becoming a good teacher.

III

Many who read these lines will believe it unnecessary to mention as the most important quality of any good teacher an *impelling desire to teach*, that is to say, to share experience in a subject with others. *Ça va sans dire*. But I wonder whether it hasn't gone too long with mere saying, and without thinking.

Americans, like all peoples, are addicted to rationalizing. Ask a "successful" American in any occupation or profession other than teaching whether he regrets his choice of a life's work, and he is likely to answer, "I could have done worse, I might have done better; but I'm used to it now, and I'm making good money." Few teachers, however successful as teachers they may consider themselves or be considered by others, will be able to reply to the same question in a similar way. Materially minded as our nation is, teaching, a profession of intangible accomplishments, has been for decades, and promises to remain, the most poorly remunerated of all the professions. Whether one's urge to teach, therefore, is so irrepressible that one is willing to sentence himself for life to subsistence on an income insufficient to enable him to maintain the standard of living which his profession demands, should be a major question in the mind of any young person contemplating teaching as a career. Those whose answer is No, or I'm not sure, ought never to enter the teaching profession.

There are no reliable statistics to indicate which profession develops the greatest number of neurotics and psychopaths. From

the experience of the author of "Peril in Academe,"¹ as well as from my own less dramatic experience, it would seem that teaching produces its full share of them. But not to be a neurotic or a psychopath is not necessarily to be a mentally well person, *i. e.*, well-adjusted to one's environment. I venture to suggest that within the ranks of no profession are to be found so many disgruntled repenters-at-leisure as in the academic profession. One need not search long in any college or university to discover many middle-aged teachers, usually in the ranks of assistant professors, who are heroically struggling to make incomes, often not so large as those of skilled mechanics, that will enable them to give their children the advantages which they or their wives consider to be appropriate and necessary if they are to fulfill their obligations to society. Yet, these are the more fortunate survivors of their professional generation. What has happened to the hundreds of other men and women who began college and university teaching contemporaneously with them who never made the great hurdle to an assistant professorship—some because of evident incompetence, others, and most of them, because of circumstances beyond their control, namely, the impossibility of promoting twelve deserving instructors to two available assistant professorships. On the faculties of our schools and colleges there are many men and women who feel that they have been cheated of an opportunity, whose spirit, like Prometheus' liver, is eaten away daily by the vulture Remorse. I wonder whether half of the nation's practicing members of the academic profession would have chosen this profession as their life's work if, as students, they had had impressed upon them the two conditions that make the profession a hazardous one: low, inflexible salary scales, and the great demand for instructors in contrast with the small demand for professors. Only a great and abiding love of teaching will enable a teacher who has been affected adversely by these conditions to accept them with equanimity so that they will not distort his perspective, warp his personality, enervate him and exorcise all pleasure from his work, whether that work be with freshmen or with graduate students.

A second quality which good teachers possess I describe as

¹ *Bulletin*, American Association of University Professors, October, 1940, pp. 461-470.

outmindedness. Most teachers—especially those of the humanities—are classified by psychologists as introverts. I do not confute this classification. By outmindedness I do not mean an extroverted way of living but an extroverted way of thinking in relation to the subject one teaches. Specialization has become the *sine qua non* in every area of human endeavor, teaching included. But it is the *subject* which ought to be specialized, not the *teacher*. Mathematicians hold that the chief value of any proof lies not in the facts thereby established but in the relationships comprehended. This is an outminded postulate, for outmindedness consists in looking through one's immediate subject into other subjects, in constant awareness that one's own knowledge is only a small tower from the top of which one may survey portions of the vistas of human knowledge. The higher a teacher can build his own tower, the more distant the horizons he can perceive and refract through the lens of himself to his students. But he must always stand on the top of his monument looking out from it. He must never permit himself to be moated inside.

The third quality which I consider an essential part of the armament of a good teacher, a quality praiseworthy in any person, is intellectual tolerance. Academic freedom, which is practically but erroneously interpreted by many teachers as meaning administration tolerance of teachers' beliefs, is a plank in the platform of almost every academic organization. A great many teachers, however, do not follow the principles of academic freedom in their relationships with their students and do not extend the same tolerance to their students which they expect administrative officers to extend to them. Of course, teachers wield no such power over students as administrative officers wield over teachers; if they did, I hope that few would exercise it intolerantly but, I am persuaded that many of them would. To young minds eager to learn but also sincere in their current beliefs, a curt dismissal of an opinion honestly expressed, however immature, constitutes a severe breach of tolerance. Too many teachers, influenced by their graduate school instruction, forget that education in a democracy should be a process not so much of indoctrination as of elucidation; with undergraduates, "drawing out," not "pounding in" should be the function of the teacher in the student-teacher relationship.

When a teacher lectures to a class, or sits down at his desk to read reports and papers from students, he can easily forget that each face reflects and each paper expresses the attitudes, thoughts, and viewpoints of an individual, an individual just as diverse, just as aspiring, just as confused, just as eccentric—or perhaps nearly so—as he, himself. To dismiss an idea expressed by a student with a categorical denial is an offense against intellectual tolerance, only less heinous than to dismiss the idea without recognition of the appropriateness of criticism, as if it were unworthy of a mature thinker's consideration. Tolerance means listening as well as being listened to.

IV

As my readers must surmise, behind this discussion of conditions in the academic profession there lies an ulterior motive, namely, a desire to make college and university teaching more attractive to able men and women by focusing the attention of the profession on conditions that are adverse to good teaching. I do not believe that at present in our colleges and universities there are as many good teachers, valued according to the qualities I have listed, as there ought to be. The steps that have been taken already to improve the quality of college and university teaching are encouraging. I have in mind particularly the recent work of the Commission on Teachers Education of the American Council of Education, the extensive study conducted by the American Association of University Professors a decade and a half ago, and the labors of other educational groups. But regardless of the steps that have been taken to improve college and university teaching, and the progress that has been made toward nurturing and developing teaching ability in contrast with research ability, a progress which is evidenced in the generalizing of the doctorate work so as to make it a better preparation for a teaching career, the sterling of the profession cannot be greatly improved until the veins of ore, out of which the coins are cast, are consistently true to standards. Not until such time as *only* those men and women enter the profession who are fitted for their work by inclination and character as well as by training, and not until the members of the profession are provided a truly professional environment in which to work, which

includes opportunities for advancement, not limited by the number of those who may be promoted to the professorial ranks, but based on demonstrated fitness as teachers, will the profession become attractive to a sufficient number of able teachers to enable colleges and universities to fulfill their obligations to their students and to society.

Pending such a happy time, it is important that experienced professors be willing to talk freely and frankly with those who contemplate entering the profession—with the tongues not of angels but of men, to talk not in the glittering generalities of educational jargon concerning the ideals of higher education or of the candidates' chosen field, but in plain forthright language about college and university actualities—salary expectancy, the almost inevitable irrelevancy of the doctorate specialties to the courses likely to be taught by the instructor during his long apprenticeship period, the political log-rolling within and among departments, and the periodic fears which insecurity of tenure arouses. By such frank talk, experienced members of the profession will be helping prospective teachers to decide intelligently, and before it is too late, whether their ambitions, inclinations, and characters fit them for a career in college and university teaching. Such a policy, generally pursued by experienced teachers, would result undoubtedly in reduced enrollments in graduate schools, and thus, possibly, in the abandonment of some highly specialized courses, but this is a sacrifice good teachers should be willing to make in the interest, not only of the welfare of the young men and women who would decide that they were unsuited for an academic career, but also for the good of the profession.

POETRY AS AN EDUCATIONAL INSTRUMENT¹

By ANDREW BONGIORNO

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I speak of "poetry" rather than of "literature" because the term literature designates a great variety of works that cannot be reduced to unity. English literature, for instance, includes Bacon's *Advancement of Learning*, Boswell's *Life of Johnson*, Carlyle's *French Revolution*, Fielding's *Tom Jones*, Shakespeare's plays, Donne's lyrics, and Ruskin's *Unto this Last*. Works of so many different types cannot have a single effect. What makes it possible to classify them under the term literature is that they have achieved a certain level of stylistic excellence. Carlyle's *French Revolution* is "literature" whereas an ordinary historical work is not. But Carlyle's book is nevertheless history and cannot be grouped with fiction, lyric poetry, drama, or philosophy, when we try to ascertain its effect.

At the core of "literature" is imaginative literature, in prose and in verse, which I shall call poetry. (In doing so I follow ancient usage.) It is legitimate to suppose that all species of poetry have the same effect. But before we can ascertain what this effect or complex of effects may be we must inquire into the nature of poetry.

The sciences deal with universals, which are abstract; history with particulars, which are concrete. Poetry is the art of representing universals concretely in the medium of language. It may be said to deal with universals because its characters are not individuals but types, and its incidents not things that have happened but the kinds of things that may happen. Unlike history it does not tell the stories of persons who lived at a particular time

¹ This paper was originally written in response to the request of a friend, a scientist, for a statement of the benefits to be derived from the study of literature.

and place and did certain things, but tells of certain types of persons, characters the likes of whom may be found in any country and in any age, doing and suffering the kinds of things such persons are likely to do and suffer. Thus there is only one Alexander, the son of Philip of Macedon, who conquered Greece and extended his conquests eastward to India, but there are countless Hamlets. Of course Hamlet is represented by Shakespeare as if he were an individual: he is the son of Hamlet and Gertrude, he is a Dane, his father was murdered by Claudius, etc., circumstances which cannot be duplicated in the life of any other person, no more than can the circumstances of Alexander's life. But the circumstances that tend to individualize Hamlet are there in order that he may be made visible and audible; there can be no play unless there is a story, and no story unless there are definite incidents enacted by definite characters in definite places. These particulars do not, however, detract from the universality of the characters and the action; they are simply the shapes and colors by means of which the universals are made manifest. Whereas the details which individualize Alexander are innumerable, those which individualize Hamlet are few, and their number is limited by the demands of the plot. Thus we know that Hamlet had a lively interest in the theatre because the situation in which the author puts him requires that individualizing detail; but that situation does not require that we be told his preferences in food, his habits of work, his attitude toward money, etc., details which might well be included in a biography of a historical Hamlet. It may be added here that the creations of certain poets are more universalized than those of others; Milton's Adam and Eve are more universalized than are Trollope's characters. Trollope's novels, in other words, approximate history. It may also be added that an individual such as Caesar may be made the subject of a poem, but that he would normally be transformed into a type. Consider Shakespeare's "historical" characters.

Poetry is an art, and art is the ability to make things. The artist is one who knows *how* to make a thing: a chair, a house, a symphony, or an epic poem. Artists serve different ends and in so doing employ different means, but the activity of artists is basically the same, and it consists in finding and applying the proper means to produce a desired end. The good artist (carpenter,

sailor, poet, musician) is one who does this well, a poor artist one who does it badly. A good poet is one who tells a story well, whether in the narrative or dramatic mode, in prose or verse. I omit all consideration of lyric poetry because only part of what can be said about narrative and dramatic poetry is applicable to lyric, and *vice versa*.

Now all art requires knowledge. No artist can do his work unless in addition to knowing *how* he is also in possession of certain knowledge. The carpenter must have a knowledge of the properties of many varieties of wood, must know arithmetic and geometry, the properties of paints and stains and glues, something about the dimensions of the human body and the habits of human beings, etc. So a poet cannot tell a story unless in addition to knowing *how* to tell a story he knows something of the following disciplines.

1. Psychology. The poet tells stories of human characters, and to make his characters convincing he must know and understand the nature of love, hate, anger, and the other emotions, as well as the relation between men's emotions and their actions. He also needs psychology to calculate the effect of his work upon his audience. Thus Aristotle holds that tragedy reduces to a proper measure the overwrought emotions of pity and fear. To produce a tragedy that can do this the poet must have an understanding of pity and fear. Consider also that the poet who writes for children must know the psychology of children.

2. Ethics. Human character is good and evil and so are the actions of human beings, and the actions motivated by human virtues and vices have their issue in happiness and unhappiness. The same is to be said of the characters and actions of the poet's creations. To know the nature of virtue and vice and the consequences of virtuous and vicious thought and action the poet must have a complete knowledge of moral science. Since no man lives in isolation, the science of ethics shades off into the science of politics.

3. Politics. (The word here designates all the sciences which study the various social units from the smallest to the greatest.) Since man is a political animal and is normally a member not only of the state but of numerous groups within the state, the poet needs to understand such social units as the family if he is to give a true

picture of man as a social being, of the vices that strengthen and preserve social units and the vices that weaken and destroy them.

4. Anthropology. To portray human emotions and personal and social virtues and vices the poet must represent human beings in action, moving in a world where certain manners and customs prevail and where certain standards for judging worth are more or less widely accepted. To represent such a world convincingly the poet must possess a knowledge of anthropology.

5. Philosophy. The object of philosophic contemplation being undifferentiated reality, the entities it deals with are not portrayed in poetry, which gives us not reality as such but the manifestations of reality in the concrete phenomena of experience. Yet a full understanding of these realities requires a knowledge of undifferentiated reality, for the less general cannot be understood except in the light of the more general.

6. Theology. Many poems have not only human but divine agents (the *Iliad* among pagan, *Paradise Lost* among Christian poems). To represent them truthfully the poet must know the nature of deity. But whether or not deities appear in a poem, it is a fact that the ways of God to men, and hence the nature of God, are apparent in all aspects of human life, so that those who would portray that life truthfully must have a knowledge of theology.

7. Language. As the carpenter works in wood, so the poet works in language and must therefore know it exhaustively. The poet's command of his language must be so complete that he can frame a speech appropriate to a king and one equally appropriate to a peasant, as Shakespeare can speak the language of Henry V and of Henry's yeomen. (Language is here used in its broadest signification; it includes vocabulary, grammar, idiom, prosody.)

8. Poetics. I have said that a poet is one who knows *how* to make a poem. This knowing *how* is his art, a quality of mind that guides him as he shapes his creations. This quality of mind is a natural endowment, but is perfected by study and practice. The way to learn carpentry is to practice it, but the apprentice needs also instruction in the principles that are to guide his practice. So if the poet is to learn to make a good poem he must not only practice his art, but must study the theory of it, that is, must know poetics, which will teach him the nature of poetry, its species, the

differences among the various species, the meaning of unity, of coherence and of propriety. This knowledge will perfect his judgment both of his own work and of that of others. A complete knowledge of poetics includes a knowledge of rhetoric, which will teach the poet how to frame the speeches in which his characters seek to persuade and dissuade, accuse and defend, praise and blame.

A knowledge of these subjects is necessary to all poets. But the poet needs to know more; the more knowledge the poet is master of the better. He may find use for a piece of history in one page, for a piece of geography in the next, and for a piece of astronomy in the third. The reason the above subjects have been isolated is that they are indispensable to him. He may write a whole book without once citing a geographical fact, but he can no more exercise his art without a knowledge of psychology than the carpenter can build a house without a knowledge of arithmetic. Observe that the poet need not master all the necessary disciplines in their full extent. Thus while his knowledge of ethics must be exhaustive, his knowledge of psychology need not extend much beyond the emotions; and unless he sets his story in a period earlier than his own he needs only as much anthropology as he can acquire by looking about him with observing eyes.

The poet's knowledge is only part of his equipment. Certain knowledge is to him indispensable, but he is a poet by virtue not of what he knows (non-poets may know quite as much and more of the very same things), but of his ability to create fiction. This is an endowment common to all men, and hence to be human is to be a poet. But this mythopoeic faculty is more pronounced in poets than in men not so designated, and it therefore issues, after it has been properly trained, in creations of great worth. The mythopoeic faculty is the faculty of creating characters and of so directing their actions that the many things done in the poem form a pattern, which is usually called the plot. This faculty consists in the poet's ability to contemplate, and by intense contemplation to identify himself with, the agents of his poems.¹ But this identi-

¹ Cf. Aristotle, *Poetics*, ch. 17 (trans. by Lane Cooper): "The poet who himself feels distress or anger will represent distress or anger with the most lifelike reality." —Dante, *Convivio*, Canzone 3.52-3: "Whoso paints a figure cannot represent his subject unless he become that subject."

fication of poet and creation must not be complete. The poet must remain partly a spectator, for he must guide the actions of his characters to a definite end. Complete identification would paralyze the poet's critical faculties, which must be ever alive and alert. Because the identification is not complete, the poet is able not only to be his characters, but also to contemplate them with sympathy, aversion, irony, pity, and laughter.

If the foregoing is an accurate description of poetry and the poet's mind, the effects of poetry upon the student will be the following:

The reader recreates the poem for himself, and in so doing shares in part the experience of the poet in composing it. The identification of reader and character is never as extensive as that of poet and character. Achilles' wrath, if it is to be adequately represented, must first be felt by the poet, but it is not necessarily felt by the reader. There are occasions when the reader may for a variety of reasons be able to identify himself with one or more characters in the poem; but this is not true for every character he meets. The reader, however, is always the spectator. He is the critic who even while engrossed in the poem passes judgment on the poet's capacities to delineate character, handle narrative, etc. He also judges characters as moral beings, and as a result feels for them sympathy, aversion, irony, pity, and any other emotions they may have aroused in the poet as he created them (these emotions are not always identical with the poet's; a character whom the poet finds sympathetic may be repulsive to the reader). This experience is pleasurable. But the reader also derives pleasure from the opportunities which the poem affords him of knowing experiences which are normally beyond his range. As long as he is engrossed in the poem, for instance, the reader is not groping in ignorance, but views a little cosmos from above, as one who knows all that is to be known about it; he is not baffled by the irrationalities and contradictions which he meets in daily life, but enjoys the spectacle of a perfectly rational cosmos, where there are no deficiencies or superfluities, where human actions have understandable causes and logical issues; he is no longer tongue-tied for want of mastery over language, but feels the poet's triumphs over language almost as intensely as if they were his own. To all this must be added the pleasure consequent upon "purgation," the relief offered to the

emotions which the poem stimulates. These pleasures are temporary.

Other effects are permanent.

I. Knowledge and wisdom. Since certain knowledge is indispensable to the poet, the reader may go to poetry to learn (1) psychology, (2) ethics, (3) politics, (4) anthropology, (5) philosophy, (6) theology, (7) language, (8) poetics,¹ (9) history. History must be added to the list because the poet's work unconsciously reflects the age in which it was produced. A person widely read in poetry acquires a knowledge not necessarily of the occurrences but of the spiritual condition of the human race in various periods of its history. Moreover the perfect exegesis of a poem requires, among other things, that the poem be placed in its historical context, and this can be done only after one has mastered the history of the period. It must be borne in mind that as some psychologists or moral philosophers, are better than others, *i. e.*, furnish us with propositions about the nature and the life of man that describe reality more accurately than do other propositions advanced by other scientists, so some poets are better psychologists, than are other poets. Shakespeare understands the emotions better than does Shaw, Chaucer understands good and evil and the workings of the moral law better than Swinburne, Milton is a better theologian than Thomas Hardy. We cannot therefore say that poetry gives us a true knowledge of human nature, for some poetry (say the poetry of Swinburne) gives us a good deal of false knowledge. Hence the study of poetry is most beneficial when pursued along with the study of psychology, ethics, politics, philosophy, and theology, for by studying these subjects one comes to master the method for distinguishing the true from the false. It must also be borne in mind that the knowledge offered by poetry is to be derived from the concrete phenomena which constitute the poem and is not characteristically found in the form of propositions.

¹ By the study of many poems the student can learn what constitutes a good poem and thereby improve his judgment of poetry. Poetry being one of the many things made by man and the basic principles of production being the same in all the arts, the student who has learned to pass an expert judgment on a poem has thereby learned some of the principles necessary to judge other things made by man. Observe, however, that the reading of good poetry alone will not suffice to do this. Such reading must be accompanied by the study of poetics, for there are no perfect poems, and the conception of all that a perfect poem should be is to be found only in the works of those who theorize on poetry.

Thus Shakespeare as a psychologist knew that we tend to hate those who slight us, but as a poet he represents Iago hating Othello, who had slighted him. As a moral philosopher he knew that rash action generally has unhappy issues; as a poet he represents Lear rashly dividing his kingdom among his daughters and suffering the ruinous consequences of his action. As a theologian Dante knew that God is perfectly good and His creatures good only in so far as they are like Him; as a poet he places Satan, the worst of His creatures, at the bottom of Hell, which is at the center of the earth and the point farthest removed from God. For the student of poetry, then, the knowledge of these subjects is both abstract and concrete. Poetry gives him a knowledge of the emotion of jealousy, but it also gives him the figure of Othello, a person racked by jealousy; it gives him a knowledge of the consequences of indecision, but it also gives him the complex of incidents which constitute the downfall of Hamlet. To the student of poetry, as to the poet, the abstract and the concrete, the particular and the general, are never disparate things.

II. Moral habits. Poetry has a peculiarly strong power of affecting the human will, of forming in one the habit of acting in one way rather than in another. This power it owes to the fact that it deals by nature with images rather than with concepts. An abstract description of courage, friendship, generosity may affect the will, but not as powerfully as the living images Homer presents of Achilles being brave in battle, mourning the death of his friend Patroclus, and being generous to his enemy Priam. Poetry represents the virtues and the vices as ingredients of human character in action, and therefore is able to appeal to the will through the imagination as well as through the intellect. It can impart not only wisdom but the desire to follow it. Thus the moral education of children is better conducted by means of stories than by means of philosophy, and both in antiquity and in modern times poetry has been considered a good introduction to moral philosophy.¹ Poetry,

¹ Cf. Plutarch, "How the Young Man Should Study Poetry" 37 (trans. by F. C. Babbitt): "The young man has need of good pilotage in the matter of reading to the end that . . . he may be conveyed by poetry to the realm of philosophy."—Sidney, *The Defense of Poesy*, ed. Cook, p. 18: "The philosopher teacheth, but he teacheth obscurely, so as the learned only may understand him; that is to say, he teacheth them that are already taught. But the poet is the food for the tenderest stomachs; the poet is indeed the right popular philosopher."

it must be remembered, can work evil as well as good. The mind nurtured on Anatole France and D'Annunzio cannot know the truth about man's nature and destiny as well as one nurtured on Dante and Milton.

III. Intellectual habits. (A) The poet, like the scientist, apprehends universals in particulars; unlike the scientist he proceeds to represent these universals in the shape of particulars (Hamlet, the type, is represented as if he were an individual). The study of the sciences can perfect in us the natural faculty for perceiving universals. Poetry can do this too, but since it transmutes abstractions into living things, with the shapes and colors of living things, it intensifies the mind's awareness of phenomena, especially moral phenomena, and by making us more acute observers of the things that strike the senses enables us to perceive universals more accurately than science alone can do. (B) Since a poem is a concrete representation of universals, and is a poem only because it is a concrete cosmos and not a complex of abstractions, it follows that the reader of poetry acquires from it the habit of thinking concretely. The philosopher defines fraud; Dante transmutes the definition into the figure of a scaly serpent with the visage of an honest man. The philosopher frames the proposition *Corruptio optimi maxima*; Shakespeare says, "Lilies that fester" smell far worse than weeds."² The philosopher expatiates on the necessity of obedience in man's moral life; Milton gives us the story of *Paradise Lost*. The great advantage to be derived from this mode of thought is that it minimizes the liability to error (minimizes, not eliminates, for nothing can eliminate error from human thought). Just as a laboratory experiment, because it appeals to sense, confirms the scientist's theory or reveals its error, so the transmutation of a proposition into a myth tends to show wherein the poet's knowledge is sound or unsound. A poem is roughly an experiment in psychology, moral philosophy, theology, etc. The theology to be derived from Hardy's *Tess of the D'Urbervilles* might be convincing if stated abstractly; the author conceives of God as capable of maliciously destroying one of His creatures. But when the idea is transmuted into a myth its falseness becomes evident, though Hardy's passion rendered him incapable of seeing it; for

² Sonnet 94.

the novel is full of improbabilities and like all of Hardy's stories is quite incredible. Other disciplines may give us a knowledge of psychology, ethics, etc. The benefit which I have just described is one which poetry, and in a minor degree the other representational arts, can impart. By the very fact that it is poetry, that is, concrete representation, poetry teaches us to think concretely. Hence the first requirement of poetry is that it shall be vivid.

To sum up. Poetry cultivates in man all the qualities which go into the making of a poet. We are all poets by nature. The study of poetry makes us better poets, renders our minds more poetical, by filling them with the knowledge found in all poetry, and by inculcating in them the habits peculiar to the poet's mind, especially the habit of concrete thought.

THE TEACHER AND LIBERAL EDUCATION

By WINFRED T. ROOT

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The white-hot collision of arms and men and ideas, terrific in scope and impact, has shattered or shifted the familiar landmarks of our minds. We seem to wander about as ghosts in a strange land. The utter confusions of the times have aroused men of good conscience and serious mind to scrutinize deeply the ideas, traditions, and institutions which in complacent days gave to society a measure of order and stability. In the domain of formal education the feeling is abroad that the colleges of liberal arts have been training youth to be little more than puppets in a passing show. Uneasy souls in the usually serene academic shades now realize full well that the colleges have fallen short of sending forth youth well equipped to be intelligent and responsible persons in a free society. Professional and popular journals have described in detail and with eloquence the frailties of college education. The professors well know that barbed criticisms cannot be cast off with a shrug of self-complacency. A few years ago a timely and telling report of the American Association of University Professors signaled a warning to its numerous membership that "slamming the college and college education is the almost universal avocation of the American people."¹ Discount the alleged deficiencies one-half, says the report, yet in all conscience "the situation surely stands in need of remedial measures." Faculties have turned seriously to the task of mending educational fences. Educational leaders across the land have met and continue to meet to discuss the constituent purposes of the college and to fashion measures to revivify liberal education as a vigorous disciplining force in society.

This awakening is necessary, opportune, and wholesome. One

¹ "Report of the Committee on College and University Teaching," *Bulletin*, American Association of University Professors, Vol. XIX, No. 5, Section 2 (May, 1933).

is heartened by the strong emphasis upon principles and policies of a liberal education, upon fresh patterns and renewed devotions. Yet it is disturbing to find so slight a focus upon the qualities of the teacher who breathes into education the breath of life. No matter how masterly the pattern, how deep and true the intention, all will turn to clay in the hands of fumbling potters. Good teaching is not ignored, but it receives far less attention than it deserves. "The way to get good teaching," says the report cited above, "is to get good men. Hence the problem is not one of methods, but of men." Here wisdom begins. A group of eminent educators recently declared "that the application of any program depends ultimately upon the teachers who are available. They make or unmake the best designed schemes." It is the thought of Mark Van Doren that "the responsibility of the teacher is so great that a full vision of it can be crushing."¹ And says Jacques Barzun, "August examples show that no limit can be set to the power of the teacher," and adds that "no career can so nearly approach zero in its effect."²

We agree with Mr. Van Doren that both present and prospective teachers should have good manners, but he goes too far when he hopes that "prospective teachers will have better manners than most teachers pretend to have." It would be unjust to subscribe to the witty cynicism of Mr. John Erskine that "a good teacher is so rare that the rumor of him spreads with the speed of scandal."³ Such comments do injustice to the legion of those who spend their careers and talents competently in the grand art and mission of teaching. And yet one must admit that there is appreciable evidence to indicate that all is not well. A group of scholars high in academic circles laments that "many of us today teach without conviction. We do not believe in liberal education. Hence our ineffectualness."

All great professions harbor a certain quota of mediocre or unfit and the professorial group offers no exception to the play of variable human factors. But it needs to be said that a responsibility similar to that laid upon the teacher is entrusted to no one else in

¹ Mark Van Doren, *Liberal Education*, p. 169.

² Jacques Barzun, *Teacher in America*, p. 5.

³ John Erskine, "Our Hardy Annual Crop of Ph.D.'s," *New York Times Magazine*, June 3, 1945.

society. The freedom and accessibility of education are the crowning glories of America. Within a biblical span of life the number of youth in college has amazingly increased. Behind cold statistics lie warm social consequences. The widening currents of education have lifted the teaching profession to a central place in society. The purpose of a liberal education is certainly not to develop an intellectual aristocracy living serenely above the jarring and jangling affairs of humanity. The constituent purpose is to serve the individual and through him to serve society. And it is the precious business of a democracy to see that youth is educated in the firm conviction that an intelligent citizenry and an orderly society are inseparable, one unthinkable without the other. Youth is thus intimately associated with those whose essential responsibility is to educate them to be intelligent and active persons in a free society. The colleges fall short of the goal when their product goes forth with only a slight sense of social obligation. It is clear that much depends upon the qualities of the teacher. Great teaching and little souls go ill together.

II

A dual responsibility lies upon the college professor of today. He should be busy divining the quality of his own teaching. He should be conscious that he is the arbiter of the professor of the morrow. A few years ago a meeting of the Association of American Colleges took better teaching as the chief theme of discussion. The delegates warned the graduate colleges to awaken to the plain fact that "since three-fourths of their Ph.D.'s enter the teaching profession, they are in effect teacher training institutions." And, disturbed about the qualities of the doctoral candidates, they asked that the gates be closed to those who aspire to teach but "lack a wide background of intellectual interest and experience."¹ Experience convinced the delegates that instruction in the colleges left something to be desired. Colleges recruit their faculties from the graduate colleges and the Ph.D. is the necessary passport to a faculty post, hence presidents and deans pin their faith on symbols. It would seem that their faith is not fully justified.

¹ *Bulletin*, American Association of University Professors, Vol. XV, No. 3 (March, 1929), p. 170.

The charge that scholarship tends to be pedantic and pedestrian is of ancient lineage, losing little of its vigor through fleeting years. Montaigne illustrated the point in a sprightly story. A company of friends crossing the fields chanced to meet two teachers. One of the company asked one teacher who the other gentleman was. Came the brusque reply, "He is not a gentleman. He is a grammarian, I am a logician." And so, remarks Montaigne, "Let us who seek not to train a logician or grammarian, leave them to waste their time; our concern is elsewhere."¹ The years reveal similar comments. Deans of graduate colleges of distinction speak whereof they know by their laments. One deplored the "break-up of knowledge into pieces . . . the literal provincializing of learning," a tendency in great need of correction, "not the least in our graduate colleges."² Another posed as "the first and foremost defect" the failure to develop a "philosophical spirit," meaning thereby "the interest, the poise, the sense of power which flows from the consciousness that the thing one may be engaged in doing is not an isolated fraction, but part of a commanding whole."³ A thorough study of recent origin calls the graduate colleges modern Towers of Babel wherein narrow specialization develops a diversity of tongues and shatters the unity of knowledge. So the Ph.D. goes forth to a faculty post, and trained as a specialist he bears the imprint of his professor who is a specialist.

The value of specialization through the ages is incalculable in contributing to the totality of knowledge which gives ever increasing fullness and richness to life. Highest encomiums go to the legion of scholars who labor quietly, patiently, competently "to quarry out of the bed-rock one stone," as Carl Becker so well puts it, "so it be chiseled four-square, that it may find its niche in the permanent structure of some future master-builder." Generous praise to the graduate schools for the admirable training of scholars well equipped to extend the frontiers of knowledge. But certainly what the learned doctors speak among themselves in their cloistered

¹ *The Essays of Montaigne*, Florio's Translation, p. 131, in the *Modern Library Series*.

² Andrew F. West, "Some Reflections on the Humanizing of Learning," *Century Magazine*, February, 1911.

³ F. J. E. Woodbridge, "The Social Environment of the Graduate Student," *Journal of Proceedings and Addresses*, Association of American Universities, 22nd Annual Conference, 1920.

towers or perform in their amazing laboratories, what they write in their erudite monographs dressed in a language understood only within a special tribe, carries little advantage to society. Concealed within the minds and words of the experts it bears no social fruit. Interpreters must be many so that the knowledge distilled by the specialists is made applicable to better living. The supreme obligation of the teacher is to humanize knowledge, to interpret the findings of the expert that youth may understand.

Specialism carried from graduate training to teaching bears with it undesirable consequences. The teacher, having fallen victim to his success in his narrow field, becomes a prisoner of specialism. Moving within the confines of a little segment of knowledge and within a closed academic department, his vision is limited by a parochial existence. Bred in the inertia of isolation, he cannot see his subject as a single element in a balanced whole of liberal education. Mental myopia destroys the centrality of knowledge and breeds separatism within the faculty. Departmentalism is a cult deep of root and strong of fiber. Each group moves in the spirit that we belong to ourselves and not to others. Presidents and deans, so fully preoccupied with the factitious importance of administrative mechanics, so little concerned with intellectual leadership, permit departments to take their tangential way to perfection. We quarrel not with departments organized to give effect to the peculiar genius of a distinct intellectual discipline. The quarrel is with competing and colliding groups each concerned with patronage, each proclaiming its field of superior advantage and thus breaking knowledge into fractions. The time is at hand for teachers to cease their special pleading and agree to work together in good spirit to recapture the unity and breadth of knowledge that youth may set forth as well-balanced persons in society.

Teaching, like any great profession which serves society, derives its character and tone from the men who enter it. Sometimes we do not know wherein academic celebrity consists. The shadow of material factors sometimes is taken for the substance of life itself. A large graduate enrollment regardless of the qualities of the enrollees is proclaimed a mark of success. There always has been and always will be a fair proportion of doctoral candidates endowed with superior intellectual and personal attributes. And yet there

is a belief that the "area of accidents" is too large. A master in graduate training has remarked that the "problem of the doctorate resolves itself into the task of teaching weak minds what talent there may be." We refuse to agree with that sort of tired cynicism. And yet when the cynical spirit is uppermost one is inclined to think that all too often the patient persistence of a mediocre candidate is deemed sufficient to be garbed in the doctor's hood. "A crowning achievement" is the doctor's thesis, the apex of the graduate career, but often it is little more than a collection and collation of a heap of helpless facts strung together without bearing or meaning and innocent of literary polish. A critic wittily commented that the transfer of raw facts to the dissertation reminds one of a dog carrying a juiceless bone from one hiding place to another.

Not unfounded is the charge that a mosaic of rules and routine overlays the spirit and genius of graduate study. Formal courses, an exact number of credits, a perfunctory absolving of the foreign language test, a specified length of residence, all weigh more heavily in assessing a candidate than substantial intellectual attainments. Some little souls with no abiding interest in the intellectual life, with slight conviction that teaching is a glorious mission, covet the doctorate simply as a sort of union card. Symbols do not always reflect qualities. An exacting study of recent years forced the conclusion that "shorn of all trappings, the prime incentive of the graduate student today is the acquisition of the master's degree or the doctorate, or both. Thus laying up a store of learning becomes to him of less import than laying up credits in the registrar's records."¹ In this they are abetted by the administrators. Nor has the degree been held in proper value by college presidents and deans who count the number of Ph.D.'s on the staff as evidence of great teachers when indeed it is only window dressing to fool the unwary. The most urgent need of the graduate schools is to exert more sensible leadership, to place more emphasis upon intellectual competence, breadth of knowledge, and superior personal qualities in preparing the tomorrow's teachers of the youth. Much has been done to elevate standards; more remains

¹ *Studies in American Graduate Education*, Report of the Carnegie Foundation for the Advancement of Teaching, by Marcia Edwards, with introduction by Walter A. Jessup, President of the Foundation, 1944.

to be done. Said one qualified to know by careful inquiry into graduate schools, "The ablest students will be admitted to any institution and will get some sort of training. The dullest will be rejected at some institutions, but somewhere a degree is waiting for them."

III

The whip of criticism has stung the professor to plumb the quality of his own teaching. The ideal teacher is hard to define or to find. The imponderables are so elusive that a definition of good teaching cannot be drawn within the lines of a precise formula. Various specious devices have been employed by some deans to rate teaching. Counting noses in a classroom is not a satisfactory answer. Nor does the response come in polling the passing whims and immature opinions of present students and recent alumni. The virtue in such methods is overshadowed by grave dangers. The teacher cannot well be left to assess the product of his own instruction. If perchance the class be large and the applause great, he may expand into the thin atmosphere of self-praise. If perchance professor and course are disliked, he may contract into a nutshell of scorn. Teachers should frankly face the problem of devising some means of testing the efficacy of their instruction. It is hoped with a heart of hope that faculties as they meet will resolve to chatter less about the trivia of rules and the registrar's arithmetic and devote their time far more profitably to an exchange of views on the purposes of a liberal education and the problem of teaching. Departments might well pause in the proliferation of special courses offered to pique the vanity of the specialist, cease to reckon success by counting the number of students registered in the department, and agree to discuss the manner of instruction in substantial courses.

It may be, as some think, that here and there the academic atmosphere fails to kindle a warm devotion to teaching. When the tendency is to rate the teacher of youth inferior to creative scholarship, excellence in teaching may wither when the rewards in rank and money go to others. A university not acclaimed abroad for significant creative scholarship surely stands in need of prompt

attention. But an undue stress upon publication at the sacrifice of effective teaching does not play fair with the numerous thousands of young people within the academic walls. The dissemination of knowledge by competent teaching is of no less importance than creative scholarship. The failure of any liberal arts college to give full and proper attention to the education of the young for intelligent membership in society does less than justice to the fundamental purpose of the college.

Publication proclaims the author abroad and he may be cheered by a call there or a promotion here. The teachers of excellence, usually unknown beyond the campus, hear few calls, and, often unsung on the campus, are apt to be slighted in rank and stipend. It is a fair statement that all publications are not of equal value. Writing to win promotion often results in a stuffy article by a piddling genius or a trashy textbook to swell the purse of author and his commercial abettor. The burning words of the head of a great educational foundation need to be seared into the minds of college officials. A fine thing, said he, speaking from experience, for a university to win acclaim as a creative and productive body "but far too many promotions have been made, too many salaries raised, too many relieved from academic chores, for research and publication which a very little inquiry on the part of the university in question would demonstrate to be perfunctory, unimaginative, unimportant."¹ A teacher of great parts always keeps abreast of his subject by reading and thinking, thereby making his instruction fresh and vibrant. If his research and reading are embodied in an occasional article of significance, well and good. It may well be asked if it is reasonable to penalize him for not publishing when his time and scholarship go fully into effective teaching. "How often we who write little books and hug to ourselves little successes forget that where the written word reaches its tens, the spoken word, if it be sincere, reaches its hundreds and, radiating through them, its thousands." So spoke a scholar wise in teaching, eminent in writing. When the mighty with power of life or death over a faculty refuse to give adequate recognition to men who spend their talents in great teaching, then much of the effort to infuse

¹ Frederick P. Keppel, "American Philanthropy and the Advancement of Learning," *School and Society*, Vol. XI, No. 1031.

new life into liberal education will amount to little more than pious intention.

Brief time has seen colleges of education rise to positions of power. Youthful exuberance led the educationists to believe that organization and device were sovereign. Bowing before the altar of techniques they could not see that rule and routine were tools and not ends. The value of techniques is not to be disparaged. The product is the end and the value of the tool lies in the skill of the user. In good season the colleges of education grew from infancy to maturity and presented findings worthy of acceptance by the academic teachers. It is folly for the teacher to scorn the educationist as an alien and a meddler and for the educationist to insist that he knows all the answers to good teaching. Far better to learn from each other. After all, teaching is an art of the most difficult kind. The mechanics of pedagogy deliberately employed deaden the fine art of teaching. The task is intensely human and should not be entrusted to those who have no love for teaching or the qualities commensurate with the demands of a great art. The virtues and benefits of masterly teaching flow "not from a course, but a teacher; not from a curriculum, but from a human soul," spoke Jacques Barzun with the eloquence of truth.¹

Of the teachers of his day Montaigne said: "Of all men they promise to be most useful to mankind, but alone of all men they do not improve what is entrusted to them, . . . but injure it." "Why?" he asked. "Because they labor to fill the memory and leave the understanding and conscience empty." Certainly true education is not to fill the mind with information and that alone. The facts as the external manifestations of life are imperative, else all knowledge hangs in thin air without foundation beneath. But it is simply stupid for a teacher to act as a drill sergeant of information or to regurgitate from the desk the facts a student can garner for himself. The facts fade from the memory by the erosion of time, but what remains as a precious possession are sound ideas once made good by valid evidence. The highest good of the teacher is to make the facts speak out eloquently in all their bearing and meaning and thus only is the mind of youth invigorated by knowl-

¹ Jacques Barzun, *Teacher in America*, p. 9.

edge. And be it said that it is a piece of impertinence for a lecturer to project himself between a great subject and his students simply to satisfy his ego as a learned man. The personal note is of precious importance. The great teacher must possess the humility of a scholar, the manners of a gentleman, and be competently but not ostentatiously learned, that he may win the confidence of his students. From the sincere and living teacher can flow a spirit which no book can contain or compass, a power to awaken intellectual curiosity and initiative, and thus liberate the mind and strengthen the conscience of youth. "The way to get good teaching is to get good men. Hence the problem is not one of methods, but of men."

CHOOSING COLLEGE PRESIDENTS¹

By MONROE E. DEUTSCH

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The election of General Dwight Eisenhower as President of Columbia University has naturally caused comment throughout the nation. Of course, no one denies or can deny his outstanding ability as a general, his intelligence, or his personal charm. Because of this, newspaper comment has usually emphasized these qualities, and only here and there has there been a guarded and cautious remark concerning the selection of a general to head a great educational institution.

To buttress the appointment, reference has been made to the list—a comparatively small one—of generals who became college presidents, notably Robert E. Lee. There has been stress, too, on the need of a capable administrator to head our large and complicated universities.

But practically all these comments have come from persons not engaged in educational work, for trustees do not claim to be educators. May it not be time for the latter group to speak? And I am taking on myself the responsibility of setting forth the views that I know many among them hold.

After all, it must not be forgotten that the choice in this case will doubtless be cited as an impressive precedent whenever a new college president is to be chosen. If one able and successful general is to head Columbia, why not other military leaders when this or that college seeks a head? With the utmost respect for General Eisenhower, the issue must be considered a universal one—and not confined to one man or one institution.

Besides, it must be remembered that trustees are usually successful professional men, financiers, and business men, whose contact with the primary work of the institution is necessarily

¹ Reprinted through the courtesy of *School and Society*, Vol. 66, No. 1713, October 25, 1947.

superficial. They concern themselves most ably with the financial affairs of the college and its physical plant; their most important function relating to the educational activities of the institution is the selection of a new president. The marvelous thing is that so often their selections of presidents have been so good. When they have been successful in this respect, they have necessarily leaned heavily on the recommendations of academic folk; they have asked for advice widespread through the university world, and then followed what appeared to be the best counsel.

If, however, we are to abandon that course, what will be the result? First and foremost, persons who are noted, or at least well-known, will strike the fancy of the trustees. They will realize that what a famous general says will always gain publicity and he will be in constant demand as a public speaker because people wish to see as well as hear him. They may hope that such a person who will be welcomed everywhere—including the circles of the well-to-do—will bring in funds in large amount to the institution.

The justification for their choice will be administrative ability. One would have to be very close to the picture to determine whether a particular person really has administrative ability. The fact that he holds a highly important post and that the work is going successfully does not prove that the nominal head is responsible for its success; there are and always will be able staff officers. If it be argued that the ability to choose good subordinates is one of the most important qualifications of an administrator, I should promptly agree. But the fact that a general selects his staff wisely does not by any means prove that as president he would be equally successful in naming his leading administrators and determining new appointments to the faculty.

Moreover, is administrative ability a thing that, regardless of experience and background, can be transferred readily from one activity to another wholly unlike it by nature? Would a successful college president be able to step into the command of an army? I doubt it. But, even if such an interchange could be readily made, one must consider where the principle thus established would lead. If administrative ability *per se* is the great desideratum, we should inevitably see suggestions seriously made

that the heads of great corporations or utilities be named as college presidents. Successful heads of large law firms may also be urged for such appointments. And last but not least, public officials out of a job may be led to turn avid eyes to the plum of a well-paid presidency. Indeed there already have been examples of such in this broad land of ours. And how easy it would then become to place wraps about academic freedom and not only promote within the faculty but make appointments on the basis of agreement with the president on economic and political issues!

There is already a decided trend toward the choice of nonacademic presidents, and the election of General Eisenhower will give a mighty impulse in that direction.

It cannot be denied that some nonacademic presidents have made decided successes; in such cases they have been wise enough to lend an ear to their faculty in all academic matters and have sought their counsel on questions of policy. But one who has not lived in the academic world, has not the "feel" of it, and, above all, has not been imbued with the ideals of such institutions, becomes a sort of Charlie McCarthy when he talks of educational aims and purposes. His knowledge of a university cannot be profound if he has never taught a class or carried on a piece of scholarly research. College presidents are called on to make speeches and yet more speeches. What a former governor or a one-time utility president says about educational objectives cannot be based on the experience and thought of a lifetime; it must needs be superficial and be in effect a repetition of ideas culled from the words or writings of scholars.

After all, is not educational leadership the prime quality we desire in a president? In the past we could point to many such great figures—Eliot of Harvard, Gilman of Johns Hopkins, Angell of Michigan, Harper of Chicago, Wheeler of California, Jordan of Stanford—and each of these was a scholar, not a business man, a general, a lawyer, or a politician. Indeed, I wonder whether the present trend in our universities toward the choice of presidents primarily on the basis of administrative ability may not be responsible for the fact that we can today count our outstanding presidents on the fingers of one hand, whereas three or four decades ago two or more hands would have been required.

It may be argued that times have changed and our gigantic universities call for a different type of leadership. Were that true, would it not rather be an indictment of our universities than a call for a change in kind of president? In fact since our universities now touch—and, we hope, influence—the lives of far more students than was the case a decade or two ago, it would appear that even abler and wiser educational leaders should be sought than in that earlier period.

Granted, however, that there are innumerable details in a modern university—budget making, space requirements, site and construction of buildings, schedules, housing, etc.—surely a president can and must surround himself with a battery of experts far better qualified to work out the multiplicity of details than he.

I do not deny that a president should have administrative ability but in every college men have been developed who have proved themselves well qualified to serve in such capacities as deans of colleges and schools. They have been tested and have done their work under the critical eyes of their colleagues. With the host of institutions all over the land, it should be possible to find men who have demonstrated successful administrative capacity in an important post and at the same time have thought deeply and wisely on the educational problems of our times. Such men would I urge as those to whom trustees should look. Moreover, in every college faculty there are men recognized as leaders by their associates; they may have no official posts, but hold the esteem of their fellows through their judgment and wisdom. These, too, constitute admirable presidential timber.

And, personally, I should place educational leadership ahead of mere administrative ability; the latter can be secured, it can be bought by a wise president to supplement his own qualities. The former is far rarer.

The issue involved in the Columbia appointment is not that of one man or one institution; it endangers the future of American higher education. The present trend will inevitably mean in time the transformation of our universities and colleges into something far removed from such mottoes as *Veritas* or *Let There Be Light*. The university ideal will be sold on the auction block of success, and all the sinister pressures of the outside world, today barred

out by academic freedom and university ideals, will easily rend the dikes. What reason have we to anticipate that men, whose aim has been the winning of primaries and elections, or increasing the earnings of their stockholders, or even defeating the enemy in a series of bloody battles, will automatically sympathize with the ideals of a university—complete freedom of research, untrammelled freedom of teaching, and the pursuit of truth, wherever that may lead? We must be on our guard lest we surrender these precious characteristics of a true university, and make efficiency and, it may be, conformity replace them. Eternal vigilance alone can protect our institutions of higher learning in the performance of their indispensable task in a free society.

WHAT SHOULD BE THE QUALIFICATIONS FOR THE PRESIDENT OF UTOPIA TEACHERS COLLEGE?¹

By HOWARD DeF. WIDGER

Eastern Illinois State College

When Touchstone, the wise fool in Shakespeare's *As You Like It*, brought his newly acquired wife, Audrey, to the Duke's court, he took her by the hand and said, "A poor virgin, sir, an ill-favored thing, sir, but mine own." In like manner, this writer presents his paper to you as "an ill-favored thing, sir, but mine own."

In his book *Afternoons in Utopia*, Stephen Leacock has a delightfully whimsical and satirical essay on "Rah-Rah College," which anyone possessed of some first-hand knowledge of collegiate education and a sense of humor should enjoy. Leacock approaches his subject, however, in a humorous and even trivial vein. His purpose is obviously to entertain his readers. The author of this paper might have considered the qualifications of the president of Rah-Rah College, but it occurred to him that you wanted the discussion of the topic assigned him kept on a plane of high seriousness. Consequently, this paper is not about the presidency of Rah-Rah College, but about that of the Utopia Teachers College. It will limit itself to the qualifications of a teachers college president. That is the type of college with which all of us here are most directly concerned and the type which the writer knows best. It is possible that the president of a liberal arts institution should possess the same qualifications as those of a teachers college. We do not know, and, as far as this paper is concerned, we do not care.

Let us assume, then, that the College Board is seeking a new president for the Utopia Teachers College. What kind of a man should it look for? It is certainly important that the members of

¹ Address presented at a conference held on March 29, 1947, at Normal, Illinois, by the Chapters of the Association in the five state teachers colleges of Illinois.

the Board have some rather definite standards to guide them in their choice; otherwise they may make a serious mistake. The situation reminds me of Sandy, a good Scotchman, who one evening found Angus in the act of lighting a lantern.

"What are ye doin' wi' the lantern, Angus?" said Sandy, looking at his old friend questioningly.

"It's courtin' I am goin'," replied Angus striking a match.

"Courtin' is it? Angus, ye dinna want a lantern when you go wooin'."

"Sure I do!" was the retort of Angus, pulling down the lantern's globe.

"No, no, Angus, ye dinna want a lantern. 'Tis more fun courtin' wi'out one. I didna' take a lantern when I courted Maggie," continued Sandy.

"Yes, Sandy, I ken; but see what you got in the dark."

When the College Board goes out looking for a new president for Utopia Teachers College, it will need all the light it can get.

At the outset, let it be said the man selected should have the approval of the faculty of Utopia Teachers College as well as of the College Board. The president must work with and through the faculty to translate into action his educational policies. Therefore, in the interest of faculty morale and of the maximum degree of cooperation, the faculty should be consulted about the one chosen to be their leader. This could be done either by having a member of the faculty on the subcommittee of the Board charged with recommending someone to the entire board; or it could be done by having a faculty committee pass on the top-ranking candidates so that the Board would know that whomever they might choose would be acceptable to the faculty. Not only is this sound democratic procedure in harmony with the much vaunted "American way of life," but also with the best current practice in choosing the presidents of liberal arts colleges and larger state universities. If my information is correct, some such procedure was used in selecting the president of the University of Illinois. At any rate, it is not a "crackpot" device used only by the "sons of wild jackasses." What I have said, then, comes down to this principle: In choosing the president of Utopia Teachers College, the faculty of that college should have a hand.

II

The method of choice being thus determined, we must now ask the question—What should be the qualifications of the new president of Utopia Teachers College? If any of the qualifications mentioned in this paper resemble those of any teachers college president, living or dead, the resemblance is purely coincidental.

Consider first the more tangible qualifications of age, appearance, education, and experience. Afterwards let us look at the intangibles, such as character, temperament, attitudes. Obviously, the age of the new president will be one of the topics of discussion by those who make the choice, though not, let it be hoped, the most important one. Common sense dictates that the new president be young enough to have good health and stamina, for the life of a teachers college president is a strenuous one. Furthermore, he should be young enough to have an understanding of and a sympathy with aspiring young people, and a youthful vigor in prosecuting his task. Then, too, he must be young enough to offer a reasonable expectation of several years of service to the institution before reaching the age of retirement. On the other hand, the new president must be old enough to have a kind of ripeness and maturity that only years of experience can guarantee. No birth certificate need be required. Perhaps you recall the wise words which legend attributes to Abraham Lincoln when he had been called upon to settle a dispute between two men who disagreed upon the proper length of a man's legs. After listening to both parties, Lincoln put on a judicial countenance and delivered this opinion: "A man's legs should be long enough to reach from his body to the ground." No hard and fast requirements concerning age should be made. The rule of reason should be applied to each case.

Much the same thing can be said about the appearance of the president of Utopia Teachers College. Given good health and neatness of appearance, he will do. The Board is not holding a beauty contest; hence it does not need details of weight, height, or measurements of waist, bust, calf, or thigh. He does not need to parade on a boardwalk, clad in a bathing suit, before a group of beauty experts. Surely by this time we should know with Shakes-

peare that there is "no art to read the mind's construction in the face." What really matters is what lies behind the face and figure in the mind and heart. This writer recalls the magnificent physique of George Vincent, former president of the University of Minnesota, and the frail and somewhat awkward figure of Arthur Twinning Hadley of Yale. Both were good college presidents.

Education and experience are partly tangible and partly intangible. Both are important matters for the College Board to consider in selecting the new president of Utopia Teachers College. It is comparatively easy to gather data on one's schooling—what schools were attended, what grades were made, what diplomas and degrees were granted, what honors were conferred. Add them all up and you will have some facts about schooling. Education, however, is more elusive, more difficult to measure. One may have all kinds of diplomas and degrees and still be essentially uneducated, and likewise one may have no or few diplomas and degrees and be the possessor of a liberal education. Americans have always had great faith in schools. Often they have mistaken schooling for education. Given a first-rate mind, one may have a good education with little schooling. Men learn, if they have the capacity for learning, not only from schools, but from books and life. Such a man was Benjamin Franklin. Although he left school when he was only ten, he was one of the best educated men in America in his day and among the best in our entire history. He was an efficient business manager, an untiring civic leader, a skillful diplomat, a noted scientist, a successful inventor, and a faithful public servant. Now no one would want the hands of a College Board so tied that if they were lucky enough to discover a Franklin they could not appoint him to the presidency of Utopia Teachers College merely because he did not have magical letters after his name.

Yet, other things being equal, the president of Utopia College should be a graduate of a reputable four-year college, preferably a liberal arts college, and possess three years or more of graduate education culminating in a doctorate. More important still, he should be one with whom education and learning are life-long processes. For him, no degree, however high, should mark *terminal education*. It should be the beginning of an education which might even be aided by intimate contacts with his faculty. At

the present time, when degrees are looked upon as so important, he probably should have a doctorate. Certainly, if he regards a doctor's degree as the *sine qua non* for his faculty, he should himself possess the degree. It was Josh Billings, I believe, who once wrote, "If you would bring up a boy in the way he should go, you must go that way once in a while yourself."

How much work in courses in education should be required of the president of Utopia Teachers College? The writer does not know. He should have some, of course; but a few courses go a long way. It might be better to have fewer courses in education and more experience in teaching and administration. Perhaps some of you listeners can be more explicit.

If Dr. Blank is to direct a training institution for the preparation of teachers for the public schools, he most certainly should know something of the public schools from the inside. First, it would be desirable, perhaps necessary, for him to have two types of experience: (1) experience as a classroom teacher, and (2) experience as an administrator on the elementary, secondary, or collegiate level. The administrative experience might come from being a principal, a superintendent, a department head, or college dean. Such experience would give him perspective and a sense of reality in education.

III

Up to this point, this paper has been dealing with matters more or less tangible, with qualities that are capable of being approximately weighed and measured—age, appearance, schooling, and experience. What of the intangibles?

One of them is character. Here the College Board should set the standards high. Absolute integrity should be sought. Our president should be morally and intellectually honest, a man whom the Board, the faculty, the student body, professional associates, state officials, and neighbors respect and trust. Sincerity should mark his every thought and deed so far as that is humanly possible. His reputation on the campus and in the campus town should be as good as it is away from home, and his conduct both at home and abroad should be as good as his reputation. No one would dis-

agree with such standards, for by the very nature of his position his character and conduct will set the tone and ideals of the institution over which he presides. He may be Protestant, Catholic, or Jew; but if he has not a wholesome character, he has no right to preside as the leader of the Utopia Teachers College. He should be one

Whose high endeavors are an inward light
That makes the path before him bright.

Who comprehends his trust, and to the same
Keeps faithful with a singleness of aim.

Who, not content with former worth, stands fast,
Looks forward, persevering to the last.

So much for character.

Perhaps other intangibles can be discovered, if we look at his job for a moment. What is he chosen to do? For one thing, he is supposed to be an educational leader; mark my words, an educational leader, not an educational autocrat or dictator. Theoretically he is the leader of a company of scholars. This presumes that he has educational policies, educational dreams, and educational ideals. It will be the business of the College Board for Utopia Teachers College to discover, before they appoint, whether a given individual possesses these subtle and elusive qualities. To discover this is a grave responsibility.

If they discover that the individual has these qualifications, then before appointing they should ask further questions. How does he intend to put his educational policies into practice, to realize his dreams, to translate his ideals into action? Just what does he conceive to be his relation to the faculty? Does he retreat to his sanctum, rear back, and "pass a miracle," and later announce to his faculty what he has decided? Or does he, as a leader in a democracy, go to the grass roots—to the faculty and the student body—take them into his confidence, seek their advice, listen to their criticism, and try to glean what wisdom he can from their experience? Does he, after the budget has been passed by the College Board, tardily explain to the faculty what he has asked

for, or does he, while planning the budget, call upon the faculty to find out what needs they anticipate which will require money to satisfy? Here are two educational procedures. The procedure followed is an index to the qualities of leadership possessed by the president. Under one the faculty are hired hands paid to carry out orders; under the other the faculty members are associates striving with the leader to determine what is best for the institution and what are the best ways of reaching agreed-upon ends. The first procedure is simple and expeditious but is the very denial of leadership, unless one thinks of leadership in terms of totalitarianism. The second is undoubtedly slower and less expeditious. But do you have any doubt as to which type of leader you would wish Dr. Blank, the president of the Utopia Teachers College, to be?

Conceiving of a teachers college president as a democratic leader does not mean, either, faculty dictation. There are probably times when ideal courses of action are not possible, and a president, because of his special obligations, may have to make decisions that do not have the complete approval of the faculty. But most important actions and policies concerning the welfare of the entire institution should be the result of majority approval. There is value in having the very differences openly discussed. Yes, the Board of Utopia Teachers College needs to look closely at candidates to discover their temperaments and attitudes.

Not only is a teachers college president an educational leader, but he is likewise an administrator. If the courses of action have been democratically chosen, his work as an administrator will be minimized, for the faculty had a part in setting goals and determining how to reach them. That will mean understanding and generally cooperation—in other words, good faculty morale. As an administrator, the president should be willing and able to delegate power to subordinates who will be free to go to him for advice, and who will be accountable to him. The first of these subordinates is the business manager, who, if competent, can relieve the president of many otherwise heavy burdens. To the writer of this paper, the business manager should in the main look after the business affairs of the college, thus leaving the president freer to give his time and energy to educational matters. A college president cannot and

should not be encumbered with every petty chore—the buying of supplies, the making of repairs, or the seating in assembly. Still another subordinate to whom large delegations of power should be made and from whom a strict accounting should be required is the dean of the faculty. If he is worth his salt, the dean should be able to spare the president much time, worry, and energy. To be sure, a college president should at all times know just “what is cooking” and have an overall view of progress being made with each projected enterprise.

IV

Another function of the college president is public relations. If he is an earnest, hard-working president, and most I have known were, he will do all in his power to bring a knowledge of his institution—its organization, its policies, its opportunities, its program for the future—to people of his area. This means that in the name of public relations he is asked to address county and city educational meetings, high schools, service clubs, women’s clubs, and heaven only knows how many other organizations. It is natural that he should try to respond to all such requests, but he probably should not. His job is bigger and more vital than that. He must learn to say “when.” It is not good economy for a \$10,000 man to be doing the work that could be done by a \$5000 or even a \$3000 man. Here again common sense dictates that he should select the best public relations man he can find for the money he can spend and turn over to this subordinate the main burden of the job.

There are probably a few “must appearances.” One of these is before alumni meetings. If properly organized the alumni can be of great assistance, and he needs such help and good will. The other concerns his appearances before budget commissions and legislative committees where appropriations are under consideration. As long as Utopia is under the same system as are Illinois teachers colleges, this appearance is imperative, for he is the best informed man on the over-all needs of the college; and if he does not carry the ball, no one else will. He should not be compelled, however, to scratch political backs, dish out applesauce, and distribute soft soap. But as long as things are as they are, he will have to face the ordeal for the sake of his institution.

When serving the cause of public relations our president of Utopia will have need of a pleasant personality. He will need to be affable, friendly, generous, thoughtful, and considerate; yet, in spite of this, he must not forget that he can render his greatest service as a leader. For such a task he needs time to scan the newspapers, to read the magazines, to examine educational literature, and to attend important educational conferences and meetings that offer such intellectual sustenance and professional inspiration as will enable him to serve more effectively as educational leader and consultant in his own institution. It is evident that the president of Utopia Teachers College will need a sense of balance and proportion and the ability and will to put first things first.

V

Such are some of the major qualifications of Utopia's new president. No doubt you can think of dozens of others. For my part he is a man whose office door is open to all; whose greatest desire for his institution is not size but quality; who does not regard the members of his teaching staff as commodities which he buys at current market quotations, but as associates with whom he is engaged in the greatest adventure in the world; who never talks about *my* school and *my* faculty and *my* student body; who never speaks of education as a *game* as if it were some trifle to be toyed with, but as a means of bringing out the best and noblest in young people.

Oh, yes, one other qualification should be mentioned. Dr. Blank, Utopia's new president, should in some matters be as sensitive as the most delicate pair of scales used to weigh atoms or an instrument to measure the speed of light; and in other matters he should have the hide of a rhinoceros, quite impervious to unfair and unkind criticism. A difficult combination? Oh, yes, but one necessary if the species is to survive.

You may feel like asking how a College Board composed not of seers and prophets, but of mere men and women, can ever tell whether an individual has the makings of a president of Utopia Teachers College. That's easy—as easy as telling mushrooms from toadstools. You know how to do that, don't you? I'll tell you. Eat them; if you die, they are toadstools.

This paper has not attempted to make a complete catalogue of all the qualifications which should be required of Utopia's president. It is neither a bill of particulars nor a blueprint. It will have accomplished its purpose if it serves to call the attention of the inquiring College Board to some of the tangible and intangible qualities of head and heart about which they must do some plain thinking before they commit themselves to a decision on the presidency.

THE FOUNDING FATHERS AND CONSCRIPTION—A REPLY

By CHARLES G. WILBER

Fordham University

In a recent article in this *Bulletin*¹ by Professor P. L. Ralph one is given the impression that the founders of our unique Nation were utterly and completely opposed to any peacetime military training. We are told that "It is impossible to believe that the architects of the Constitution would have given other than a negative response to a demand for national peacetime military conscription, if it is conceivable that such a suggestion could have been entertained at all."²

Such conclusions may be questioned in the light of statements, made by early patriots, which seem to contradict the thesis presented. For example, Jefferson wrote to James Monroe in 1813 stressing "the necessity of obligating every citizen to be a soldier; this was the case with the Greeks and Romans, and must be that of every free State. . . . We must train and classify the whole of our male citizens and make military instruction a regular part of collegiate education. We cannot be safe till this is done."³ It seems quite clear that Jefferson was impressed with the need for thinking of national security in terms of universal liability to military service.

Alexander Hamilton, another vigorous champion of liberty, was fully aware of the possible conflict between military strength and American liberty, but he clearly stated that the government must not only be able to draft an army in times of emergency but that it must also provide for adequate security in peacetime. If the gov-

¹ "The Founding Fathers and Conscription." *Bulletin*, American Association of University Professors, Autumn, 1946, pp. 443-445.

² *Ibid.*, p. 453.

³ *Writings of Thomas Jefferson* (Memorial Edition), Washington, 1907, Vol. XIII, p. 261.

ernment is not given the authority to build a suitable security force during times of peace, the welfare of the Nation and the integrity of its properties are exposed to foreign aggression "because we are afraid that rulers, created by our choice, dependent on our will, might endanger that liberty, by an abuse of the means necessary to its preservation."¹

Such confused thinking is definitely dangerous to our liberties and to our cherished institutions because history proves that "a nation, despicable by its weakness, forfeits even the privilege of being neutral."²

Professor Ralph says that "Like most of his contemporaries, Hamilton favored retaining the militia, and he defended the constitutional provision which reserved to the States the appointment of the officers and the authority of training men according to the discipline prescribed by Congress." This statement is misleading, since it seems to imply that Hamilton was opposed to a strong Federal military establishment. In reality Hamilton was convinced that a regular professional army is the backbone of national security: "The steady operations of war against a regular and disciplined army can only be successfully conducted by a force of the same kind. Considerations of economy, not less than of stability and vigor, confirm this position. The American militia, in the course of the late war, have, by their valor on numerous occasions, erected eternal monuments to their fame; but the bravest of them feel and know that the liberty of their country could not have been established by their efforts alone, however great and valuable they were. War, like most other things, is a science to be acquired and perfected by diligence, by perseverance, by time, and by practice."³ From various other writings, it is clear that Hamilton favored a military establishment which was national in character. Defenses, training, and equipment were to him Federal problems which could not be handled adequately by the individual States. There is no denying, moreover, that Hamilton held that every citizen is liable to military service.

In favoring universal military training (which, incidentally, is

¹ The Federalist, No. 25, p. 156.

² *Ibid.*, No. 11, p. 65.

³ *Ibid.*, No. 25, p. 157.

not conscription in the European sense) or in proposing that our Nation maintain a strong Federal military establishment, we are in no danger of putting our liberties in jeopardy if we carefully build our army within the framework of our Constitution, which provides for complete civilian control of the armed forces. An efficient civilian Cabinet member, appointed by a conscientious President, and carefully checked by an alert Congress, is effective insurance against over-expansion of the domestic power of the military.

Much more dangerous to our national welfare than a strong Army is the groundless fear and distrust of a properly controlled military establishment. Such fears will result in a misguided scramble to weaken our defenses until no longer "can we choose peace or war as our interest guided by justice shall dictate."¹ We have had one experience, after World War I, with the results of emasculating our defenses until we were forced into another war against our desires. Such a danger exists now and will continue to exist in the foreseeable future, for "experience has shown that continued peace depends not merely on our own justice and prudence, but on that of others also."²

Historically, then, we have a precedent for universal military training and for a strong peacetime military establishment in the writings of our "founding fathers." Too frequently we have neglected their admonitions to remain strong, and each time we have paid in blood, in lives, and in money. It seems that we should by now be aware of the fact that "To be prepared for war is one of the most effectual means of preserving the peace."³

¹ Hamilton. See Paltsits, V. H., *Farewell Address of George Washington*, 1935, New York.

² *Writings of Thomas Jefferson* (Memorial Edition), Vol. XIV, p. 259.

³ Washington, First Annual Address to both Houses of Congress, January 8, 1790.

PHILOSOPHY AND THE LIBERAL ARTS— A REPLY

By CECIL H. MILLER

Kansas State College

Writing in the Spring, 1947 issue of this *Bulletin*, Professor Howard W. Hintz makes the proposal, a refreshingly concrete and sincere one, it seems to me, "that we bring philosophy back into the liberal arts program and restore it to its rightful place, which is at the center of the curriculum."

This proposal, designed to meet the "progressive" as well as the "traditionalist" criticisms of American higher education, is based on the assumption that these criticisms overlap on at least one fundamental proposition. Their "sum and substance," Professor Hintz argues, can be reduced to the statement that "the underlying weakness of higher education in America today is its lack of philosophical content and direction" or, otherwise stated, that "the main trouble with the liberal arts program is that it has been growing increasingly unphilosophical." It would seem, therefore, that despite their minor differences these critical schools should be in substantial agreement on the program Professor Hintz outlines as a remedy for the evil.

The reaction of the contending schools to this proposal would be difficult to predict. But whether they do or do not approve it, it should be pointed out, I think, that the proposal is hardly as simple as the novice in educational theory and philosophy might infer.

The complexity of the subject may be suggested by calling attention to the common assumption that teachers of philosophy are philosophical. This assumption is quite as open to question as its obverse, that nonteachers of philosophy are nonphilosophical. And, though Professor Hintz is at pains to point out that the latter is false, unless the former either is or can be made true there is little point in looking to conventional Departments of Philosophy

for leadership, as Professor Hintz does, in his program for making liberal arts education philosophical.

A closely related source of confusion is the failure to discriminate two meanings of the expression "to become philosophical." These are (a) to acquire a philosophy, as a certain system of beliefs, and (b) to become appreciatively sensitive to the neglected, subtle, and distant as well as to the familiar, gross, and immediate aspects of things. These notions may overlap, inasmuch as it may be part of one's acquired "philosophy" to cultivate the kind of sensitivity indicated in (b). But they are far from identical. Most of the individuals who espouse a philosophy are likely, indeed, to follow the pattern of the great philosophical rationalists, to become (at least in their mature years) quite the opposite of sensitive and tolerant.

II

Yet in the case of this confusion there is reason for doubting, it seems to me, whether the apparent agreement Professor Hintz calls to our attention, between the "traditionalist" and "progressive" schools of criticism, can survive its clarification. In general, the former tends to stress the student's need for a system of beliefs; the latter, his need for appreciativeness and sensitiveness. The one looks to philosophy for "the true ends of living," direction, integrated purpose, authority and principle, the other to the same source for self-criticism, for tentativeness and sensitivity, for the attitudes of open-mindedness and experimentation. But inasmuch as these ends are, for the most part, conceived as being opposites, and since, further, they are essentially rather than accidentally related to the respective schools, it would seem to follow that there is a real difference between them which the formal similarity of their stated demands for more philosophy merely disguises.

Because of different assumptions and meanings, then, there seem to be at least four dangers, or possibilities of miscarriage, involved in this proposal. (1) Students under the program might become not philosophical but simply more learned about philosophy. (2) They might become philosophical in sense (a) when sense (b) is favored by the program's sponsors. (3) They might become philosophical in sense (b) when sense (a) is favored by the sponsors.

And (4) they might become philosophical in sense (a) when that is intended, but disappoint the sponsors of the program by acquiring some philosophy other than the one or ones intended.

Of these dangers the first might properly be avoided or dealt with *ad hoc* by careful selection of personnel. The problem involved in it is mainly that of distinguishing the competent and inspiring teacher from the incompetent and uninspiring one. However unpleasant to the administrator, few administrative functions are more important or more rewarding than this to the teaching profession and to the larger community of which that profession is an inextricable part.

But it is hard to see how further use of the method of personnel selection, as a means of avoiding these dangers, could be justified. For the discipline of philosophy includes as elements both the emphasis on tentativeness, sensitiveness, tolerance and the experimental attitude, *and also* the emphasis on completed systems with their final purposes, ends, principles, authority and value. A philosophy faculty selected and commissioned, therefore, in the exclusive interest of either of these emphases would be an absurdity. It would be a collection of organs, indeed, but prevented by their very identity from organizing or operating together as a faculty. And such a group, hand-picked to inculcate *one particular* philosophy, at the expense of all the rest, would have even less in common with philosophy as a discipline.

I do not mean to be saying that this method has not upon occasion been used, still less that the future will not see its use extended. My point is simply that such a method, when applied for these purposes, is conceived in ignorance of what philosophy is. It cannot be justified either morally or logically. Besides involving an encroachment on freedom of teaching, therefore, it is self-defeating. For essentially the question which sets the "traditionalists" at swords' points against the "progressives" is but a modern version of the age-old philosophical problem of permanence and change. Philosophy's history, indeed, is largely but the elaborated record of man's various attempts to solve this problem. A course or curriculum which might undertake to present philosophy by begging this basic question, by avoiding this central problem, could therefore hardly be philosophical.

III

The American Philosophical Association's Commission on the Function of Philosophy in American Education offers evidence, I think, in support of this conclusion. Among the issues confronting America's professional philosophers, writes Brand Blanshard in his part of the Commission's report, "we must reluctantly place in the forefront because it is fundamental . . . a difference over the nature and function of philosophy itself." "New and 'progressive' educational views" are challenging "traditional theories of education," Dr. Blanshard points out, and "regarding the stake of philosophy in this conflict . . . this stake must be great . . . the educational battle is in substance philosophical."¹ And Professor Boyd H. Bode wrote the Commission as follows:

I venture to suggest that your commission should take as its point of departure the fact that there are two fundamentally opposed conceptions with regard to the nature and function of philosophy. The commission cannot hope to accomplish a great deal if it should try to construct a program for itself in which this fundamental cleavage is relegated to a subordinate position.²

If not by the selection of personnel, how then are the last three of the four dangers listed to be avoided? My answer is: By recognizing the integrity of philosophy as a discipline and refusing to demand of it predetermined answers to its questions. If philosophy's things are conscientiously protected from Caesar's, then philosophical conclusions can be kept where they belong, *viz.*, in organic connection with the philosophic method and attitude, and the discrepancies responsible for the dangers indicated could not then develop.

Professor Bode's advice to the Commission, *mutatis mutandis*, might well be offered the forward-looking administrator who would institute the program Professor Hintz recommends. He might conclude therefrom that his desire is not for philosophy but for the philosophers' stone instead. But on the other hand he might be

¹ Brand Blanshard and others, *Philosophy in American Education*, pp. 8-9, 21, New York, Harper and Brothers, 1945.

² *Ibid.*, p. 23.

persuaded thereby to expect of philosophy only what philosophy can do, and thus be saved from disillusionment.

In one of his theses on Feuerbach, Karl Marx observed that though "men are products of circumstances and upbringing, and . . . changed men are products of other circumstances and changed upbringing, nevertheless circumstances are changed precisely by men and . . . the educator must himself be educated." What I have been saying is a corollary to this. It is simply that the educator or administrator who would use philosophy had better have at least as broad a vision as its professors. He need not himself be abreast of developments, but he must be willing, with Socrates, to go wherever the argument leads. Otherwise education and philosophy alike stand to suffer rather than benefit from his good intentions.

VERSATILITY IN PROFESSIONAL CURRICULA: INDUSTRIAL MANAGEMENT

By L. L. WATERS

University of Kansas

Narrowness among engineers and sin are apparently heritages of the race. Each succeeding college generation of engineers has taken progressively more specialized material. Less attention than ever has been devoted either to the humanities or to any courses other than engineering. As technology has changed and become more complicated, courses in engineering have multiplied. Useless ones, or those of comparative little use in liberal arts, had to be eliminated to make room for the latest details or specifications and, occasionally, for principles of motors, gadgets, circuits, and structures.

The growth of engineering curricula has been made possible by means other than outright elimination of nonengineering courses. Some of the latter have been modified to conform to the new order, such as Engineering English and Economics for Engineers. Obvious limitations prevent expansion to other courses. There could be no course designated as "Physiology of Engineers." Another means has been to increase the hours in the curricula of engineers. Requirements of a fifth year or one hundred and fifty hours are common. If the standard for a bachelor's degree in a university is uniform among the divisions, suggestion is implicit that engineers as a group have to go five-fourths as long as other students in order to master a given amount of knowledge. The added year is actually spent in more applied courses, although it was probably authorized to provide time to civilize the students. Added specialized courses encroach on subjects regarded as less important and a sixth year looms as a necessity.

Once in a decade some engineering organization polls its membership, or some university surveys its alumni, and exposes facts which

startle the pedagogic profession anew. A high percentage of graduates is discovered to be engaged as bond salesmen, insurance adjusters, office managers, and in other white or grey-collared pursuits. Many practicing engineers lament their lack of preparation in Speech, English, Economics, Business Organization and Operation, and Music Appreciation. These courses should be taken, they say, at the expense of specialized engineering courses, which have a high factor of obsolescence. Reform would seem to be in order, yet amelioration is unlikely. The Faculty, with its vested interests and bias, is not apt to reduce professional requirements. The lamentations record: "So many gadgets to describe and so little time."

Grave doubt exists that students would welcome a reduction in the emphasis on applied courses. The typical undergraduate views the future with alarm, and is dubious of his ability to command a niche in the framework of industry. The most forlorn creature on a campus is the senior who has had general training. How he envies his classmates who can do something! The apparent transferability and alleged practicability of courses are powerful influences in their selection, polls of graduate engineers notwithstanding. A further barrier exists which is very real although commonly unnoticed. If a curriculum is dominated by applied and professional courses, a mental attitude develops which renders a student incapable of appreciating or understanding unrelated liberal arts courses. Anyone who has taught or tried to teach Sociology or Economic Theory to engineers is likely to agree that, to the extent that economics can be presented in mathematical formulas and graphs, interest can be developed. Are engineers genetically allergic? No. They are simply conditioned by the preponderance of their technical courses. More liberal arts work should, therefore, be required in the freshman and sophomore years in engineering schools.

What has been said of engineering applies with equal validity to Fine Arts, Journalism, Medicine, Law, and other specialized fields. Engineering has been singled out because I have had some contact with engineering curricula and, of course, did not wish to expose the weaknesses of my own field of Business. I am convinced that a full disclosure of the truth with reference to curricula would indict

Schools of Business along with the other specialized schools. In the curriculum of most of these schools the value of cultural courses is minimized and little understood. Is not the twelfth course in accounting of more value than a first course in philosophy or psychology? Plato and Freud did not solve problems in capital gains for purposes of income tax returns but they did solve other problems of concern to civilization about which even accountants should be aware. A certain amount of the responsibility for undue professionalism rests on the various accrediting agencies with their emphasis on the inclusion of a certain number of highly specialized courses.

Professional and technical schools are rapidly becoming trade schools whose graduates are mere technicians. Graduates of these schools succeed and some of them become leaders in spite of that fact. Leaders should be educated men. The specialist who has a university stamp may be regarded as an educated man but the university stamp is all too often a false bill of goods. Moreover, a higher per cent of the graduates of technical and professional schools would achieve positions of leadership were they something more than trained technicians. Be that as it may, the graduates of technical and professional schools are also citizens and as such it is important that they be liberally educated. Technical and professional students need humanizing, need civilizing. They need the benefits that come from studies in the humanities. At present the courses available to most of them are almost exclusively of a utilitarian nature. In this connection it should be noted that the principle of diminishing returns in economic theory applies to the courses offered in technical and professional schools. The Nth course in any specialized field adds less to the store of knowledge of the student than any of the preceding courses. The first course in any specialized field is of much greater value to the student than the Nth course in another. True perspective should make it clear that the number of courses which contain the basic principles of the subject matter of any special field is surprisingly small. Basic economic and business principles, for instance, can be contained in not more than thirty semester hours. Perhaps condensation of courses cannot be carried as far in engineering but certainly a great deal of condensation is possible to the end that the students may be

permitted to pursue studies of a cultural nature, studies that will give them perspective and incidentally make them more effective practitioners of their profession.

II

The development over a period of years of the beliefs outlined above prompted the evolution of a new business and engineering curriculum at the University of Kansas. The name "Industrial Management" is not new, but the course arrangement is different from anything previously attempted. For some years the School of Business had a curriculum labeled "Industrial Management." Students took all but a few hours in business and liberal arts courses and were expected to take about six hours of engineering without the necessary background or prerequisites. The "Industrial Management" program in engineering called for straight engineering courses except for a couple of courses in business. Neither division of the University turned out a good product, and reform was sought.

A special curriculum designed by the Schools of Engineering and Business has been developed for students who desire a combination program. The course covers all the essential fields of general engineering and business, and is designed to meet the desires of those who have dual interests. Company officials have long criticized engineers who lacked knowledge of business management or of front-office procedure. Likewise, officials have been equally impatient with front-office men who knew nothing of factory operations or the engineering principles incorporated in industrial products. The demand for versatile men is more insistent today than ever before. The Industrial Management program is well adapted to meet modern requirements. Graduates are not "jacks of all trades" who are competent in neither field; rather, they are well trained in both fields. All of the fundamental engineering courses are included in the curriculum; only the less essential courses are omitted. The same is true in the School of Business program. The fundamental courses of economics and business administration are required; only the specialized courses are omitted. The result is that the administration of the School of Business is convinced that anyone who completes the program is worthy of a

degree in Business. The same might well be said in the Engineering field although, under the particular circumstances, the degree is granted in Business. Enrollment during the first two years is in the prebusiness program of the School of Engineering. Students are expected to transfer to the School of Business at the start of their junior year.

Ample opportunity exists for specialization in the field of Industrial Management. The curriculum given in the next paragraph indicates that no less than twelve hours may be elected. Four or more courses may be taken in a particular line of interest. For example, students who plan to manage electric utility enterprises should select one or more courses in electrical engineering and also take a course in public utilities in the School of Business. Those students who plan careers in the aircraft or airline industries should elect courses in aeronautical engineering, transportation, and air transportation. Careers in the sale of industrial machinery would call for added work in marketing and market analysis. Future personnel managers would normally be expected to take Industrial Training and Supervision and other specialized courses in the personnel field. The curriculum follows.

Industrial Management Curriculum

Freshman Year

First Semester	Hrs.	Second Semester	Hrs.
Intro. Economics	3	Accounting I	3
College Algebra	3	Trigonometry	2
Rhetoric	3	Rhetoric	2
Inorganic Chemistry	4	Inorganic Chemistry & Qual.	
Shop Practice I	1	Analysis	4
Engr. Drawing I, Lettering and Free Hand	2	Engr. Drawing & Machine Drawing	2
	16	Principles of Government	3
			16

Sophomore Year

First Semester	Hrs.	Second Semester	Hrs.
Accounting II	3	Cost Accounting	3
Economic History	3	General Engr. Physics	5
Analytic Geometry	5	Diff. & Integral Calculus	5
General Engr. Physics	5	Statics	2
	16		15

<i>Junior Year</i>			
First Semester	Hrs.	Second Semester	Hrs.
Statistics I	3	Personnel Management	3
Price & Distribution	3	Statistics II	3
Machine Work	1	Mechanism	3
Engineering Metallurgy	3	Strength of Materials	3
Elements of Electrical Engr.	3	Testing of Materials	1
Heat Machinery	2		—
	—		13
	15		
<i>Senior Year</i>			
First Semester	Hrs.	Second Semester	Hrs.
Production Management	3	Business Law II	3
Business Law I	3	Business Communication or	
Corporation Finance	3	Advanced Composition	3
	—	Labor Economics	3
	9	Industrial Training and Super-	
		vision	2
			—
			11

In addition, students must take 2 of the following: Public Finance, Advanced Cost Accounting, Money and Banking, Transportation and Marketing. The balance of the schedule should be elected in the field of special interest.

III

What is the new program expected to accomplish? For one thing, graduates will be better prepared for executive positions in industry. Backgrounds will be more comprehensive. Is a combination of two professional fields preferable to a single area of specialization? The answer is "Yes." In this curriculum, which presumes to cover both fields, there are more electives than either field tolerates in its own bailiwick. Conventional engineers are sure to encounter some broadening influences from Economic History and Principles of Government, which would otherwise be skipped. Price and Distribution, Corporation Finance, Public Finance, and the remainder of the requirements in economics delve into human relations. Personnel Management and Business Law are not totally divorced from appreciation of personalities and conduct.

The program outlined above includes one hundred and eleven

hours of required courses and a choice of six hours out of fifteen. Since one hundred and twenty-four are required for graduation, only seven are wholly elective and six partially elective. Semester loads would average slightly under fifteen and one-half hours. Engineering and business students commonly carry eighteen hours, which would total 144 in four years. Electives could, therefore, be increased by twenty hours, making thirty-three in all. The curriculum could be completed in the scheduled time and an additional twenty-seven hours taken in liberal arts.

Student acceptance does not necessarily constitute a satisfactory test of merit but, to the extent that the "customer is right," "Industrial Management" represents major progress. A certain breadth of training is now available to two groups who did not want the conventional specialization. Similar combinations and liberalizations are possible among other curricula if persons in charge concede that there is more than one important field of knowledge.

"Industrial Management" was established in the middle of the past school year. Enrollment was heavy and was made up of new students and transfers from other curricula in engineering and business. Among the group was a graduate of a program in Industrial Management within the Mechanical Engineering Department at the University. He had discovered that employers lamented his lack of business training in the old course of study which he had completed. Also among the students in the new program was a graduate of the School of Business who had completed the old program in Industrial Management in Business with its pretense of technical training. He had been embarrassed by employers when his ignorance of engineering principles had been revealed.

Tests of the Guidance Bureau have disclosed many students with dual interests, and the men seemed to have found real satisfaction in the curriculum which met their needs. The possibility exists that Industrial Management will become a larger department than any other in either business or engineering.

Selection of a head of the curriculum was difficult because the University sought a matured product of a program similar to what was being instituted. The qualifications of the man finally selected are of special interest in view of what has been written. He is a

graduate of a College of Liberal Arts with a major in physics. The latter major, with a few well-chosen electives, provided the basis for a notable engineering career. Some graduate work in business combined to develop precisely what the curriculum is expected to produce.

THE ORGANIZATION AND FUNCTIONS OF CHAPTERS OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

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The influence on higher education of the American Association of University Professors, which has long been exerted through its Council, its Committees, its Central Office, its *Bulletin*, and the Annual Meeting, has of late years been strengthened by the increased activity of many of its Chapters. Although the Association is a national organization of individual members, and is in no sense a federation of local groups, the Chapters have an important rôle in its work and one which will continue to be of increasing importance.

In considering the rôle of Chapters in the work of the Association, it is important to keep in mind the nature and purposes of the Association. These are set forth succinctly in a statement of objectives formulated and adopted by the organizational meeting of the Association held in New York City on January 1 and 2, 1915. This statement reads as follows:

To bring about more effective cooperation among the members of the profession in the discharge of their special responsibilities as custodians of the interests of higher education and research in America; to promote a more general and methodical discussion of problems relating to education in institutions of higher learning; to create means for the authoritative expression of the public opinion of the body of college and university teachers; to make collective action possible, and in general to maintain and advance the ideals and standards of the profession.

To help in the furtherance of the Association's purposes is the primary function of Chapters. The principal or over-all purpose

of the Association is, as frequently stated by the Association's General Secretary, "to develop and to strengthen the professional concept of teaching and research." The activities of the Chapters should be planned with a view to the development, the strengthening and the observance of this concept. It is of utmost importance that a professional consciousness extending beyond the limits of the several disciplines be developed among college and university teachers; a consciousness that they are not alone botanists, or engineers, or economists, or philologists, but also teachers, and that as teachers they have common interests and common problems. This conception of the relationship between and among college and university teachers has been urged in season and out of season by the responsible representatives of the Association. Every issue of the Association's *Bulletin* carries articles and reports of concern to all college and university teachers. Only to the extent that members of the college and university faculties come to a realization of their common professional interests and problems can they truly be regarded as the "custodians of the interests of higher education," and only to that extent can the Association fulfill the high purposes envisioned by its founders.

The provisions of the Constitution and By-Laws of the Association relating to the organization and conduct of Chapters are as follows:

Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

By-Law 4—Chapters

The Council may allow the establishment in an institution of more than one Chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers,

those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

It is the purpose of this paper to offer some suggestions and advice to Chapters, based on the experience of the writer in the work of the Association's Committee E on Organization and Conduct of Chapters, and on some of the experiences of the General Secretary of the Association, as related by him to the writer.

Membership and Functions of Chapters

Generally speaking the Active and Junior members of the Association at a college or university constitute the membership of the Chapter of the institution. Active and Junior members of the Association who accept academic positions in which their work becomes primarily administrative thereby become eligible to continue their affiliation with the Association as Associate members. Although Associate membership is in a sense honorary in that it does not carry with it the right to vote or hold office or the right to participate in Chapter meetings except on the invitation of the Chapter, it is highly significant as regards the furthering of the Association's principles. At present, the Association has approximately 300 Associate members. They are regarded as among the Association's greatest assets.

Pursuant to By-Law No. 4 of the Association's Constitution, however, "A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues." This provision is believed to be reasonable and in keeping with the spirit of professional responsibility which the

Association seeks to develop. Suffice it to say that few Chapters have ever been called upon to invoke this regulation and it is to be hoped that even fewer occasions for its invocation will arise in the future.

The principal functions of Chapters are: (1) To consider questions of general interest to college and university teachers; (2) to consider current local questions of educational method or policy or of professional obligation and privilege; (3) to serve as a nucleus in initiating faculty action; (4) to take action upon specific matters of Association business submitted to the Chapters by the Council or the officers of the national organization; (5) to cooperate with the officers of the national organization in dealing with professional problems in order that the Association may be as representative of the profession as possible.

A standing Committee of the Association, the Committee on Organization and Conduct of Chapters, with membership on a geographical basis from sixteen regions, maintains relations with Chapters and seeks to facilitate arrangements for the holding of occasional regional meetings in which groups of Chapters may participate.

Organization of Chapters

As indicated in Article XI of the Association's Constitution, whenever the Active members at any institution on the Association's list of eligible institutions number seven or more they may organize a Chapter. This provision of the Constitution is interpreted by the Council of the Association to mean that nominees for Active membership whose nominations have been approved by the Association's Committee on Admission of Members may participate in the organization of a Chapter. One or more Active members or approved nominees for Active Membership may call a meeting for this purpose. At this meeting it is well to adopt a provisional constitution and to elect officers or make provision for their election. Pending a formal election temporary officers should be elected or appointed. At the organizational meeting programs for the group for the next few months should be agreed upon or a program committee appointed or elected to plan programs for the future.

Every Chapter needs certain standing committees. Foremost

among these should be the Executive Committee. In small Chapters this Committee often serves also in the capacity of a membership committee and a program committee, and occasionally as a nominating committee. There is risk, however, in having on the Nominating Committee members who are themselves good choices for nomination and for this reason it is preferable to appoint a separate nominating committee each year. In larger chapters the duties of the Executive Committee are confined to those usually assigned to executive groups. The President of the Chapter should serve as the Chairman of the Executive Committee. The members of this Committee may be the other officers of the Chapter and the most recent former president. In larger Chapters the two most recent former presidents often serve on the Executive Committee, as do members of the Chapter who hold positions in the Association's national organization, and any members who may be active in the work of some committee or committees of the college or university with which the Chapter feels it advisable to be closely in touch. To this group may also be added the Chairman of the Membership Committee and the delegate or delegates to the last Annual Meeting of the Association. Larger Chapters frequently elect members-at-large to the Executive Committee. These Chapters usually maintain standing membership and program committees, the functions of which are indicated by their names.

A special word should be spoken with reference to the work of the Membership Committee. This Committee has the responsibility of recruiting members and of preventing lapses of membership. It is important that this Committee be made up of men and women who are respected on the campus and who are conversant with the work of the Association and of the Chapter, thus enabling them to represent the Association effectively.

Although a Chapter Nominating Committee performs its functions but once a year, the task of nominating officers is so vital to the welfare of a Chapter that it is well to provide some continuity in its membership. The Nominating Committee, usually appointed by the President of the Chapter, should, therefore, include at least one member of the Executive Committee and one member of the Nominating Committee of the previous year. The experience

and insight of former Chapter presidents may be advantageously utilized by their appointment to this Committee. In its selection of nominees, the Nominating Committee should keep in mind the desirability of recognizing representatives of those schools or faculties or departments which have consistently supported the work of the Association. Distribution of nominations among the several academic disciplines should be a guiding principle in the selection of nominees. In some Chapters it is the custom of the Nominating Committee to name but one person for each office to be filled. In other Chapters two nominees are selected for each vacancy. In either case nominations from the floor or by petition are in order and must never be discouraged.

An alert and active Chapter will have frequent occasion to appoint *ad hoc* committees to consider special subjects of interest to the Chapter and to the institution's Faculty and community of which the Chapter is a part. The size of such special committees naturally will depend upon the scope and the complexity of the subjects to be considered. The Chapter President usually appoints the chairman of such a committee with the request that the chairman advise with him as to the appointment of the other members. A Chapter President is well advised to appoint to such a committee, and to all other committees, some of the younger members of the Faculty as well as older and better known members. Committee work on the part of younger members of the Faculty is highly desirable because it gives them valuable experience and, incidentally, an awareness of the viewpoints of the more experienced members of the Faculty. Their participation in the work of committees is also of great value to the older members in that it brings to their attention the viewpoints of the younger members of the profession. The working together of the younger and older members of the profession tends to break down the barriers of rank and to develop a sense of professional solidarity. With reference to the work on committees of younger members of the profession, the Chapter profits greatly because through such work valuable officer material may be discovered.

A Chapter President is well advised to seek the advice and suggestions of the Chapter's Executive Committee in forming committees and in selecting and formulating subjects for study.

Chapter Officers

The usual qualifications for the presidency of any professional organization hold for the Presidency of a Chapter of the Association. He should be a person respected on the campus for his scholarship, his teaching ability, and his activity in campus affairs. Naturally, he must have demonstrated his interest in and his support of the work of the Association and of the Chapter. He should have imagination and administrative ability, he should be ready to listen attentively to all suggestions and advice, and to keep his own counsel when necessary, to remember and relate facts accurately, and possess a sense of what is relevant in a complex situation to the end that first things may come first. There are, of course, other qualifications, not the least of which is willingness to work. Accepting the presidency of an active Chapter, it has been well said, is equivalent to adding a course to one's teaching schedule. It is advisable also that a Chapter President have previously held some office in the Chapter. In many Chapters, the Vice-Presidency serves as a proving ground for good presidential timber.

The functions of the Chapter Secretary or Secretary-Treasurer are likewise very important. The Secretary or Secretary-Treasurer and the President constitute a team. The Secretary and the President must make plans and preparations for all meetings of the Chapter, cooperate in looking after the many details of the work of the Chapter, arrange for meetings of the Executive Committee, and carry on the correspondence with the Association's central office. When emergency situations arise calling for prompt action, and it is not possible to convene the Chapter or its Executive Committee, the Secretary and the President of the Chapter must be willing to assume the responsibility for the necessary decisions. Some Chapters have found it desirable to fill the office of Chapter Secretary with a younger member of the Chapter whose interest in the Association has been demonstrated. Needless to say, a Chapter Secretary should write, not merely passably well, but effectively. The importance of letters written on behalf of a Chapter and publicity statements concerning the work of the Chapter cannot be over-emphasized.

Apropos of what may be said about the kind of men and women Chapters should elect to office, a statement of the General Secre-

tary of the Association in a meeting of the Association's Council several years ago may well be restated by way of summarizing the qualifications of Chapter officers:

Chapter officers should be reasonably mature, competent members of the profession. They should have common sense, tact, courage and real insight into the academic process. They should possess the ability to discuss objectively with administrative officers professional and educational matters; that is, in terms of principles rather than in terms of personalities. Chapter officers should understand the nature and the purposes of the Association and be conversant with its history, its current work, and its procedures. They should be in accord with the philosophy of the Association, particularly as regards faculty-administration relations, professional ethics, and academic freedom and tenure.

Terms of Office

The Constitution of the Association provides that each Chapter shall elect officers annually. The Constitution does not, however, prohibit Chapters from re-electing their officers. Many Chapters have found it desirable to take advantage of the experience gained by officers in one year by re-electing them for a second term. In many of these Chapters the custom of re-election has become so well established as to make the term of office in effect two years even though annual elections are held. This practice has much to recommend it. Ordinarily, however, it is not advisable for a member of the Chapter to hold office longer than two years. That is particularly true of the Chapter Presidency. Normally, a Chapter is kept more alert and the interest of its members in its work better sustained if there are reasonably frequent changes of officers.

Date of Elections

What is the most appropriate time for the election of Chapter officers? Because the academic year is the background against which most planning is done in colleges and universities, the majority of Chapters elect officers at the last meeting in the spring, to be effective for the next academic year. If this meeting takes the form of a dinner gathering, the Chapters concerned hold their election at the next to the last meeting of the academic year so that

the business of electing officers does not intrude upon the more festive occasion. This plan has the added advantage that the newly elected officers have some time in which to familiarize themselves with their duties prior to their actual assumption of responsibility. Some Chapters elect their officers early in the fall for the current academic year. In a few Chapters December has become the month for the election of officers, in which case the terms of these officers begin on January 1 for the calendar year, thus roughly coinciding with those of the national officers of the Association. One particular advantage of this latter plan is that the Chapters are assured of experienced leadership at the beginning of each academic year.

Chapter Meetings

How many Chapter meetings should be held during each semester, or year, depends in some measure upon the ways of the community in which the Chapter is situated. Chapters should not try to hold too many meetings, for reasons that are obvious. Each meeting calls for time and effort on the part of those who have the responsibility of planning them and on the part of those who participate in them. Chapter officers, and participants in meetings of the Chapter, usually have many other interests and responsibilities on the campus, at home, and in the community. On the other hand, if too few meetings are held, or if meetings are held too irregularly, members may lose interest in the work of the Chapter. Experience indicates that from four to seven, or even eight, meetings a year are perhaps neither too few nor too many.

The first meeting of the Chapter each year should take place not later than October when the work of the semester is well under way, the second might well come in November or early December, and the third in January. Whether to have a meeting in mid-February or to postpone it until early March depends upon the semester or quarterly schedule. Another meeting in April and a final one in May may complete the cycle. Some Chapters have eight meetings each year, beginning with a meeting early in October.

In the summer session when there is a considerable number of teachers from other institutions, the Chapter may hold one or more meetings with great profit. Such meetings should be open to

all who wish to come. Besides the topic for discussion, which should be one of broad professional interest, some time may be given to visiting members who may wish to speak of the work of their Chapters, and to members of the local group who in turn may tell of its activities. The good which an active Chapter can accomplish by holding a meeting in the summer can be very considerable. Inactive groups in other parts of the country may be stimulated by the reports which a visitor takes back from such meetings.

Because the activities of a Chapter center in its meetings, it is of fundamental importance that these be well attended. In the matter of attendance, the Chapter competes with many attractions—other campus and athletic events, social gatherings, the movies, bridge, and, often more attractive than any of these, work at home or a quiet evening by the fireside. A Chapter, therefore, must offer superior attractions or, if you will, a "better show" than can be found elsewhere on the evenings of its meetings. Officers should plan the dates of meetings months in advance, selecting dates which will not conflict with important college events, including the meetings of other organizations to which many of the members of the Chapter belong. It is advisable, also, to follow a fairly regular calendar.

Without adequate publicity, Chapter meetings are unlikely to be well attended. Some Chapters have found it helpful to print cards which set forth their programs for a semester or a year. Furnishing these cards, however, is not sufficient. Meetings should be announced again about a week in advance by notice in the local and college newspapers, and in the college calendar or faculty bulletin, if these exist. Chapter Officers should concern themselves with the matter of how the activities of the Chapter are publicized in the student newspaper. Some representative of the Chapter who is acquainted with the work and procedure of the Association, and who is able to write journalistic English, should prepare the report for publication and follow up to see that any "rewrite" does not misrepresent the meeting concerned. Finally, there should be direct communication to the members. These notices can particularize what the other announcements usually have space only to generalize. In such communications the Chapter Secretary should try to write so effectively that members will

wish to attend the meetings and to bring others with them.

Many Chapters have found it useful to have the announcements of meetings take the form of Chapter letters. In addition to stating details concerning the coming meetings, these letters should call attention to the progress made in preparation for other meetings, to the activities of the Executive Committee, to subjects of importance which appear in the Association's Chapter letters and in its *Bulletin*, and to any other matters of interest to the membership. Local Chapter letters, even though they are not issued as frequently as meetings are held, are an excellent device for disseminating news of the Chapter's activities and of other subjects of importance to its members.

Chapters should take frequent occasion to invite nonmembers of the Association to Chapter meetings. This can be done by holding open meetings whenever the subjects for discussion are of especial interest to all members of the profession. This can also be done by having individual members invite nonmembers to regular meetings of the Chapter. The practice of inviting nonmembers to Chapter meetings often results in the guests becoming nominees for membership, and also serves to acquaint more of the profession with the principles and philosophy of the Association, thereby furthering the professional concept of teaching and research. The significance of this concept is not adequately understood by the academic profession, a fact which explains in large part why the academic profession does not have the respect shown to other learned professions. In this connection, it should be kept in mind that the work of the Association is conducted on behalf of the whole of the profession. Whatever benefits come from the work of the Association are for the whole of the profession. For instance, the Association's Committee A on Academic Freedom and Tenure has never refused its services to nonmembers of the Association, even though such services have been expensive. The same is true of all the other Committees of the Association. This policy is believed to be sound, if for no other reason than that it is unselfish. In the academic profession, of course, as in the case of other professions, there are always some individuals who, knowingly or thoughtlessly, will accept the benefits of their professional organization made possible by the efforts and the money of others.

Especially appropriate events to which nonmembers of the Association may be invited are those which take on the character of social meetings. Many Chapters have found it profitable to hold an annual social meeting in the form of a dinner meeting at the end of the year. The wives of members are, of course, invited to such meetings and are urged to attend, as are the wives of the invited guests. Dinner meetings make particularly good occasions for the presentation of addresses by distinguished guests, members of the institution's governing board, and the institution's administrative officers. Such persons might well be invited to these social meetings whether or not they participate as speakers.

Occasionally, a second social meeting during the year is desirable. Apropos of this possibility, Chapters should be cautioned against having too many social meetings which might tend to limit the opportunity for discussion of serious professional subjects. Nevertheless, there are social meetings, in addition to the annual dinner meeting, which can be especially felicitous. The writer knows of one Chapter which each year is host to members of the Faculty and of the Administration of the institution who are retiring from active service under the institution's retirement policy. As often as possible this Chapter combines its farewell to the retiring teachers and administrators with a social meeting as host to the Trustees of the institution.

Meetings with other organizations, for example, with the American Association of University Women, have been found by many Chapters to be highly desirable. One advantage to such a meeting is that it is likely to bring out members who are seldom seen at other Chapter functions, and likely also to bring out their wives who may subsequently induce them to attend the regular sessions of the Chapter. Dinner meetings or other types of social meetings should also be arranged on the occasion of the visit of a national officer of the Association or a member of the Association's Council or to welcome some distinguished scholar.

Though the subjects discussed at the meetings be interesting, and though the meetings be given adequate publicity, still there are other factors which contribute to a successful meeting. Chapter meetings should be held at some central place that has as little

as possible about it to suggest the lecture room. For instance, the chairs should be arranged informally rather than in formal rows. And let it be remembered that the more comfortable the seats are, the better. It is also advisable not to shift unnecessarily from one meeting place to another.

The time for holding meetings depends upon the habits of the community. Seven o'clock in the evening may fit well into the ways of a small community, whereas even eight o'clock may be too early for a group situated in a large city. Some Chapters have found that afternoon meetings are not successful because following classroom work many members are fatigued, whereas in the evening they will have had time to relax and will therefore stay long after ten o'clock to see a discussion through. Everyone will agree that meetings should be started promptly and that the routine business of the Chapter should not be unduly emphasized. The minutes prepared by the Secretary, however, should be an adequate index of what was done when the group last convened. This record will refresh the memories of those who were present, bridge some gaps for those who were absent, and introduce still others to the work of the Chapter. If the minutes are well written, the absentees may regret that they were not in attendance. Furthermore, by briefly summarizing the discussion at the preceding meeting, these records may take on the character of publicity. Above all, let the minutes of the meetings of the Executive Committee be read, that members may know what that Committee has done. They have a right to the information these memoranda contain, that they may in good democratic fashion question the directors about their actions.

Subjects for Chapter Consideration and Action

Chapters have a free choice of subjects for their programs and, except for the limitations indicated in the third paragraph of By-Law 4 of the Association's Constitution, may take such action with reference to these subjects as they deem appropriate. Before commenting upon particular subjects and programs which Chapters have found successful, it should be emphasized that the meetings of a Chapter during any year ought to be of a varied character. One lecture or address, the consideration of two or three committee reports, a forum, and a dinner meeting would make a well-rounded

series of meetings for a year. To concentrate upon any one type of meeting produces a sameness in the programs which, in the long run, reduces the interest of the members and consequently diminishes attendance.

Although lectures and addresses can be very valuable, they are not likely to bring out a faculty in any numbers unless both the speaker and his subject are exceptionally interesting. College communities are composed of lecturers. Many campus organizations resort to the scheduling of addresses. In consequence, a majority of the profession is likely to be surfeited with lectures.

Nevertheless, the officers of a Chapter may wish to schedule a few lecture meetings. These frequently make good programs at the opening of the academic year. As has been indicated already, the visit of a national officer of the Association provides appropriate occasion for an address to the Chapter. Administrative officers of the institution frequently welcome an opportunity to present ideas or programs to Chapters. In addition to the President and Academic Deans, the Dean of Men, for example, may wish to discuss aspects of student life. Registrars will have statistics on the incoming or outgoing classes and on a number of subjects of interest to the Faculty. A year may be auspiciously inaugurated with an address by the President of the institution or by a Dean who, with the advice and aid of the Faculty, has undertaken changes in the school's curriculum. Although a newcomer to the staff may be somewhat diffident, a chapter may graciously help him to break into the local circle by asking him to address the group.

Other desirable types of chapter meetings have been referred to several times. These consist of forums, discussions of committee reports, meetings with other organizations, and dinner and other social meetings. Whatever the nature of the subjects discussed in Chapter meetings, it usually is desirable to provide ample opportunity for questions and comments on the part of those in attendance. General discussion of the topics presented by speakers or committees is perhaps the most stimulating aspect of a Chapter meeting.

The subjects that may appropriately be considered by Chapters are numerous, so numerous that in some respects it seems unnecessary to name them. To name some of them, by way of sug-

gestion and illustration, should, therefore, not be considered as an attempt to exhaust the possibilities or as a directive to Chapters. The subjects suggested in the following paragraph are based upon the writer's own experience and upon that of other members of the Committee on Organization and Conduct of Chapters and of the General Secretary of the Association. Alert Chapter Officers will have no difficulty in selecting subjects for Chapter consideration, whether of the kinds suggested or of others which will appeal to a Chapter whose members are interested in professional development.

The whole range of issues relating to, and the problems of, higher education are appropriate for Chapter discussion and action, *viz.*, The Future of Liberal Education, The Requirements for Certification to Teach in the Public Schools, Methods of Research, The Relation of Research to Teaching, The Counselling of Students, The Functions and Policies of Graduate Schools, The Junior College, The Position of the Instructor in Colleges and Universities, Sources of Financial Support of Institutions of Higher Learning, The Functioning of the College or University Library, Insurance and Retirement Plans, Recreational Facilities Available to the Faculty, Teaching Loads, Building Programs, Faculty-Administration Relationships, The Economic Status of the Academic Profession, The Establishment of Salary Schedules, Criteria for Promotion, Methods of Evaluating Teaching Effectiveness, The Place and Function of Faculties in College and University Government, Academic Freedom and Tenure, Methods of Appointment and Promotion, Summer School Organization, Systems for Sabbatical Leaves, The Awarding of Honorary Degrees, etc. Such a list might be extended for many pages. It is given by way of suggestion only, is in no sense intended to be exhaustive, and does not attempt to indicate the ramifications of the topics included.

The *Bulletin* of the Association provides many suggestions of subjects for Chapter discussion, as do the published reports of the Association's committees. In planning Chapter activities, the officers and committees will find it helpful to note the programs of other Chapters and regional groups reported in the Association's *Bulletin*. Some of the better newspapers often print items of professional interest that lend themselves well to discussion.

Subjects of educational import that permit of local application should be considered by the Chapters. Of such subjects the number is legion, and most of them are of interest to all faculty members except the most indifferent. Among such subjects are the suggestions that come from members of the faculties to improve conditions of teaching and research. No educational institution functions perfectly, and faculty members can always be relied upon to point out what they regard to be imperfections of administration, the correction of which would, in their opinion, make their life pleasanter and enable them to work more effectively. Herein lies one of the reasons for the comparative inactivity of Chapters at many well-administered institutions. These inactive Chapters are often large in numbers, which indicates that the members of the faculties in these institutions support the Association because of their awareness of the need of a strong professional Association for college and university teachers. With reference to subjects of local import for Chapter consideration, student problems should not be overlooked. Students usually have something in mind which they believe should be considered by faculty groups, and student opinion may be important. Student opinion may be important if for no other reason than that students do grow up and some of them become college and university presidents, deans, professors, and trustees, and as such will have great influence in determining the policies of higher education.

Most of the subjects suggested for Chapter consideration have in them the possibility of local application. That is particularly true of those relating to professional status, *viz.*, salaries and salary schedules, retirement plans, group insurance, teaching loads, sabbatical leaves, academic freedom and tenure, etc. These and similar subjects should be of concern to every member of the academic profession in every institution—and with them every member of the profession should be conversant. A study of a number of the subjects suggested cannot be pursued long before the Chapter will find itself face to face with a larger subject, namely, the place and function of the Faculty in the determination of institutional policies. In the determination of institutional policies, the Faculty of the institution is all too frequently ignored. Presidents, deans, and chairmen of departments are often appointed without consul-

tation with the Faculty. Budgets are frequently made, buildings planned, new schools and departments established, etc., without consultation with the Faculty. The extent to which faculties have been thus ignored is evidenced in the all too frequent references to college and university teachers as "employees" who may be "hired" and "fired" at the will of the Administration. This attitude toward members of college and university faculties by many administrations explains why the Association's best known committees are Committee A on Academic Freedom and Tenure and Committee T on Place and Functions of Faculties in College and University Government.

Chapter Bulletin Subscriptions

Since it is part of the philosophy of the Association that administrative officers, trustees, and teachers are associates in a joint enterprise for the common good, it is important that teachers bring this philosophy to the attention of their associates—presidents, deans, and trustees. One of the best ways of doing this is for the Chapters to authorize subscriptions to the Association's *Bulletin* for college and university administrative officers and trustees. With regard to the value of these Chapter *Bulletin* subscriptions, the General Secretary of the Association, in a recent Chapter Letter, wrote as follows:

Since 1938 the Association has had an arrangement whereby chapters may authorize subscriptions for the *Bulletin* of the Association for trustees and administrative officers at a special rate of 50 cents a year. During 1946, 1326 Chapter *Bulletin* subscriptions for college and university trustees and administrative officers were authorized by 214 Chapters. On the basis of many letters from trustees and administrative officers who receive the *Bulletin* pursuant to this arrangement, it is my considered judgment that this relatively small expenditure has contributed more to the furtherance of the ideals and standards of the profession than any other activity of the Association.

Value of Planning

Two things are basic to successful Chapter activity: well-defined objectives and long-range planning to achieve them. A Chapter's

objectives should be concerned with the welfare of the institution—its students, its Faculty, and its Administration; with the welfare of the profession and of higher education as a whole, and with the general welfare of the society which institutions of higher education were created to serve. Without such objectives, a Chapter will drift and, in the long run, will have discussed much and accomplished little. Indirectly, its discussions may have been of great value, but not the value that comes from specific tangible results. Apart from the good that results from specific local achievements in and of themselves, such achievements are most helpful in interesting nonmembers to affiliate with the Association, thereby increasing the influence of the Chapter and of the Association as a whole.

Many Chapters do their most effective work through special committees appointed to study a single subject. Such committees should take plenty of time to make a thoroughgoing study of the subjects assigned to them. When such a committee has obtained what it believes to be the necessary data and has formulated its conclusions, it should prepare a careful report and circulate this report to the members of the Chapter well in advance of the meeting at which the report is to be considered. Thus, the members of the Chapter will be enabled to be prepared for an intelligent consideration of the report.

Some committees appointed to study special subjects may, of necessity, take on the nature of standing committees because the subject under consideration calls for study over a long period of time. This is true of such subjects as those related to the economic status of the profession. Committees studying such subjects should, however, be called upon from time to time to report progress. Such reports should be reasonably complete. Premature publicity of the work of such committees and of all other committees should be punctiliously avoided. Although some uninformed members of the Faculty may criticize a Chapter for its alleged inactivity, Chapters should not allow such criticism to interfere with quiet thoroughgoing study and the considered formulation of its findings in accordance with the Association's standards for professional objectivity. In this manner a Chapter becomes influential.

When the consideration of a committee's report has reached the

point at which action may be taken, all phases of possible action must be carefully studied—whether to give immediate publicity to the report or a summary of the report, whether to communicate the report or a summary of it to the Administration of the institution or to the press, etc. Whatever action may be contemplated with reference to the report of such a committee, and whatever other action a Chapter may contemplate, there should be an awareness of the implications of the following provision in By-Law 4 of the Association's Constitution:

In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of Faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

This provision is not intended to inhibit action. It is intended only to avoid the danger of a Chapter being charged with seeking to usurp the functions of the institution's Faculty.

Chapters should also bear in mind another provision in By-Law 4 of the Association's Constitution, which reads as follows:

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal.

This provision is based on the experience of the Association's Central Office and of Committee A on Academic Freedom and Tenure. This experience indicates that it is not wise for members of Chapters or other local faculty groups to conduct investigations of alleged violations of the principles of academic freedom and tenure at their own institutions. Such activity is likely to be misunderstood by administrative officers to the detriment of the Chapter and of the Association as a whole. Whether or not such activity is misunderstood, experience indicates that members of a Chapter are too close to the controversy in question to be able to view the facts with the necessary degree of objectivity. There is nothing in the provision quoted above, however, that precludes a Chapter from taking mediatory steps in an academic freedom or tenure situation

with a view to bringing about an equitable adjustment. It is important, however, that any mediatory steps taken by a Chapter be in accordance with the Association's principles of academic freedom and tenure. Before taking such mediatory action it is advisable that Chapter officers consult with the national officers of the Association for advice and suggestions. These officers stand ready at all times to give such assistance.

Relationships Among Chapters

One cannot omit from a discussion such as this consideration of the relationships of a Chapter with other Chapters, particularly those not far distant. Relationships of this kind will vary from informal "get-togethers" among neighboring groups to formal regional meetings. Of the former, little need be said, except to commend them to Chapters as highly profitable undertakings, productive of good feeling which often ripens into lasting friendships, not only among individuals, but also among departments and institutions.

Regional meetings have become so valuable a part of the Association's life that some suggestions with respect to these events may be appropriate. Every Chapter should aspire to be the host of such a meeting. Metropolitan Chapters can, of course, plan more ambitious events than groups more remotely located, but the latter often have advantages which make for pleasant and profitable meetings.

Although the members of Committee E on Organization and Conduct of Chapters who serve as regional advisers have no desire to do more than assist in planning regional meetings, Chapters should keep in mind that each adviser has given considerable thought to the welfare of his region as a whole. A regional meeting at a particular time and place may be inadvisable in the light of facts known to the adviser but not known to the Chapter planning to sponsor the meeting. Chapters should consult, therefore, with the regional advisers with regard to the arrangements for all joint meetings. Such consultation may bring forth suggestions as to the cooperation of individuals and Chapters not located in the region of the proposed meeting.

A regional meeting is best arranged by a special committee of the host chapter, acting in consultation with the Chapter's Executive

Committee. Nearby Chapters may well be asked to cooperate, and perhaps be made members of the Committee on Arrangements, although actual preparations for the event are better kept in the hands of the host Chapter. Only when there are two or more Chapters in a city may these responsibilities be satisfactorily divided. The Committee in charge may also include the regional adviser.

Regional meetings may be held independently or in connection with other meetings. A greater number of persons may be attracted in the latter case, but unfortunately the attention of the visitors is likely to be divided. In the first case a smaller number of persons may attend, but the minds of those who are present will be concentrated upon the topics set for the meeting. A Chapter may counteract the evils of divided attention by offering an especially attractive program and by securing well-known speakers. In any case, however, the general topic, or topics, to be discussed should be well stated and publicized.

That great care must be taken to secure effective publicity goes without saying. A printed program is very helpful. Arrangements with the local press should be made in advance to assure adequate reporting. Better publicity will result if the chairman in charge of arrangements will write to the speakers in advance, asking them for copies of portions of their addresses for release to the press. As in the case of releases concerning chapter activities to student newspapers, press notices to the city newspapers should be carefully prepared in journalistic style. A carefully prepared report of each regional meeting should be sent to the Association's central office for possible publication in the Association's *Bulletin*.

The details of the business sessions and of luncheon or dinner sessions belong to the Committee on Arrangements. Regional advisers may be asked to speak, but it is sometimes wiser to let them lead discussions or speak after a number of delegates have put forward their ideas. The adviser is then in a position to emphasize important points, summarize the discussions, and suggest possible future development of the subject. If a member of the Association's Council is present, he should be requested to take a prominent part in the program, inasmuch as he is informed concerning the current work of the Association.

The financing of a regional meeting is, of course, a problem for

the Chapters concerned. The dinner charge may be made to cover more than the caterer demands, and so make a registration fee unnecessary. Officers of the Association, or other well-known members, may be brought to a local or regional meeting by having the institution or institutions, or some group within them, arrange for the visit in some other connection. The traveling expenses of the adviser are paid out of an allowance authorized by the Council of the Association, but Chapters should remember that the individual adviser's budget is meager and that he has many obligations to meet in the course of a year.

Summary

A summary of this paper is probably not necessary. Only this should be emphasized by way of conclusion: The American Association of University Professors is not given to talking about what it has been, and is, doing. It proceeds as a body of professional men and women devoted to their tasks, highly critical of themselves, and extremely cautious in their statements. It takes action only after all the facts have been obtained, verified, and evaluated. This is the procedure characteristic of professional organizations. It is the only effective procedure, particularly for the academic profession with its high standards for objectivity and its belief in an appeal to reason.

REPORT OF THE 1947 NOMINATING COMMITTEE

The 1947 Nominating Committee of the American Association of University Professors met in Washington, D. C. throughout the day, June 22. The results of its deliberations are herewith submitted.

It was the task of the Committee to select one nominee for each of the offices of President, First Vice-President, and Second Vice-President; and two nominees for membership on the Association's Council from each of the ten electoral districts. In the performance of this task the Committee was guided by the prescription of By-Law No. 1 of the Association's Constitution to give "due regard to fields of professional interest, types of institutions, and suggestions received from members."

The Committee had before it the suggestions for Council membership made by the members of the Association, data prepared by the Secretariat of the Association concerning each of the persons suggested, and data showing the distribution of the present and past membership of the Council by subjects and by institutions. In the selection of nominees the Committee made use of this material and also of the institutional and individual files of the Association made available by the General Secretary.

The slate of nominees which follows represents the effort of the Committee to provide able officers and Council members for the Association. In submitting this report the Committee wishes to take occasion to point out to the membership that nominations for offices and for membership on the Council may also be made by petition as provided in By-Law No. 1 of the Association's Constitution, the text of which appears in the Spring, 1947 issue of the Association's *Bulletin*, pages 167-169.

EUGENE P. CHASE (Government), Lafayette College

VERNER W. CRANE (History), University of Michigan

JEWELL HUGHES BUSHEY (Mathematics), Hunter College,
Chairman

PRESIDENT

RALPH H. LUTZ, Modern European History, Stanford University; Elected 1923.¹ Committee E on Organization and Conduct of Chapters, 1934-Council, 1944-46.

Born 1886. A.B., 1906, Stanford University; LL.B., 1907, University of Washington; Ph.D., 1910, Heidelberg; LL.D., 1942, University of Southern California. Instructor, 1911-15, Assistant Professor, 1916-20, University of Washington; Lecturer, 1915-16, Associate Professor, 1920-29, Professor, 1929- , Dean of Graduate Study, 1933- , Stanford University; Director, Hoover Library on War, Revolution, and Peace, 1920-44, Chairman of Directors, 1925-44, Councillor and Member of Committee on Fellowships, 1945- , Stanford University.

FIRST VICE-PRESIDENT

JOHN A. KINNEMAN, Sociology, Illinois State Normal University Elected 1930. Chap. Pres., 1937-38; Committee E on Organization and Conduct of Chapters, 1943- ; Council, 1941-43.

Born 1895. A.B., 1921, Dickinson College; A.M., 1923, University of Pennsylvania; Ph.D., 1940, Northwestern University. Assistant Professor, 1921-27, State Teachers College, West Chester, Pa.; Assistant Professor, 1927-29, Associate Professor, 1929-47, Professor, 1947- , Illinois State Normal University.

SECOND VICE-PRESIDENT

MARIE J. WEISS, Mathematics, Newcomb College, Tulane University

Elected 1933. Chap. Pres., 1943-44; Council 1940-42.

Born 1903. A.B., 1925, Ph.D., 1928, Stanford University; A.M., 1926, Radcliffe College. National Research Fellow, 1928-30, University of Chicago; Assistant Professor, 1930-36, Newcomb College, Tulane University; Resident Scholar, 1934-35, Bryn Mawr College; Assistant Professor, 1936-38, Vassar College; Professor and Head of Department, 1938- , Newcomb College, Tulane University.

Nominees for the Council, 1948-1950²

DISTRICT I

JAMES A. FUNKHOUSER, Chemistry, University of New Hampshire Elected 1930. Chap. Secy., 1936-38; Chap. Pres., 1946-47.

Born 1902. B.S., 1925, Carnegie Institute of Technology; Ph.D., 1930, The Ohio State University. Graduate Assistant and Instructor, 1926-30, The

¹ Refers in this and each following statement to the date of election to Association membership.

² One to be elected from each district.

Ohio State University; Assistant Professor, 1930-38, Associate Professor, 1938- , University of New Hampshire.

HARRY M. FIFE, Economics, Middlebury College

Elected 1945. Chap. Executive Committee, 1946-47.

Born 1891. University of Alberta, 1915-17; B.A., 1921, McGill University; M.A., 1922, Harvard University. Fellow, 1922-23, Instructor, 1924-25, University of Chicago; Assistant Professor, 1923-24, McGill University; Associate Professor, 1925-26, Professor, 1926- , Middlebury College.

DISTRICT II

MORSE S. ALLEN, English, Trinity College

Elected 1921. Chap. Pres., 1933-37.

Born 1890. B.A., 1912, M.A., 1913, Wesleyan University; M.A., 1913, Columbia University; 1913-14, Oxford University; Ph.D., 1920, Princeton University. Instructor, 1914-16, Assistant Professor, 1916-17, 1918-20, Ohio Wesleyan University; Assistant Professor, 1920, Associate Professor, 1922-46, Professor, 1946- , Secretary of Faculty, 1933-47, Trinity College.

MABEL NEWCOMER, Economics, Vassar College

Elected 1925.

Born 1891. A.B., 1913, A.M., 1914, Stanford University; Ph.D., 1917, Columbia University. Professor and Chairman of Department, 1917- , Vassar College; Visiting Professor, 1943-44, Columbia University; Chief Consultant on Taxation, U. S. Office of Military Government, Berlin, Germany, 1946-47.

DISTRICT III

HALE SUTHERLAND, Structural Engineering, Lehigh University

Elected 1920. Chap. Pres., 1928-30, 1932-33, 1942-44.

Born 1884. A.B., 1906, Harvard College; S.B. in C.E., 1911, Massachusetts Institute of Technology. Instructor, 1913-17, Assistant Professor, Associate Professor, 1919-30, Massachusetts Institute of Technology; Professor and Head of Department, 1930- , Lehigh University; Exchange Professor, 1926-27, Robert College, Istanbul, Turkey.

GEORGE JARVIS THOMPSON, Law, Cornell University

Elected 1923. Chap. Executive Committee, 1939-46; Chap. Pres., 1947- .

Born 1886. B.S., 1909, University of Pennsylvania, Wharton School; LL.B., 1912, S.J.D., 1918, Harvard University; Practiced law, New York, New York, 1912-14, Pittsburgh, Pennsylvania, 1925. Professor, 1914-17, Pei Yang University, Tientsin, China; Teaching Fellow, 1918-19, Harvard University; Professor, 1919-26, University of Pittsburgh; Professor, 1926- , Cornell University; Research Fellow, 1933-34, Harvard Law School.

DISTRICT IV

JAMES HART, Political Science, University of Virginia

Elected 1928. Chap. Pres., 1945-46.

Born 1896. B.A., 1918, M.A., 1919, University of Virginia; Ph.D., 1923, The Johns Hopkins University. Tutor, 1921, Harvard University; Instructor, 1922-26, University of Michigan; Associate, Associate Professor, 1926-36, Johns Hopkins University; Professor, 1936- , University of Virginia.

LOWELL RAGATZ, Modern European History, George Washington University

Elected 1929. Chap. Secy., 1931-33; Chap. Pres., 1943-45.

Born 1897. B.A., 1920, M.A., 1921, Ph.D., 1925, University of Wisconsin; 1921-22, University of Pennsylvania; 1922, University of Grenoble; 1922-23, Sorbonne, Collège de France, L'Ecole Libre des Sciences Politiques; 1923, London School of Economics. Instructor, 1924-27, Assistant Professor, 1927-31, Associate Professor, 1931-37, Professor, 1937- , George Washington University; Guggenheim Fellow, 1933, 1934.

DISTRICT V

J. SUTHERLAND FRAME, Mathematics, Michigan State College

Elected 1940.

Born 1907. A.B., 1929, A.M., 1930, Ph.D., 1933, Harvard University; Traveling Fellow, 1933-34, Göttingen, Germany, and Zurich, Switzerland. Instructor, 1934-38; Assistant Professor, 1938-42, Adviser to Freshmen, 1936-37, Member, Board of Counsellors, 1937-42, Brown University; Associate Professor and Head of Department, 1942-43, Allegheny College; Professor and Head of Department, 1943- , Michigan State College.

WILSON McTEER, Psychology, Wayne University

Elected 1944. Chap. Treas., 1944-46; Chap. Pres., 1946- .

Born 1905. B.A., 1925, Maryville College; Ph.D., 1930, University of Chicago. Instructor, 1925-27, Maryville College; Graduate Assistant, 1928-30, University of Chicago; Instructor, 1930-36, Assistant Professor, 1936-43, Associate Professor, 1943- , Wayne University.

DISTRICT VI

MARY JO FINK, Romance Languages, University of Louisville

Elected 1946. Chap. Secy., 1946- .

Born 1915. B.A., 1938, M.A., 1939, The Ohio State University; Ph.D. thesis in preparation. Assistant, 1939-42, The Ohio State University; Instructor, 1942- , University of Louisville.

TOMLINSON FORT, Mathematics, University of Georgia

Elected 1928.

Born 1886. A.B., 1906, A.M., 1909, University of Georgia; A.M. 1910, Ph.D.,

1912, Harvard University. Assistant Professor, 1914-17, University of Michigan; Professor and Head of Department, 1917-24, University of Alabama; Professor and Head of Department, 1924-27, Hunter College; Professor and Head of Department, 1927-45, Dean of Graduate School, 1938-45, Lehigh University; Professor and Head of Department, 1945- , University of Georgia.

DISTRICT VII

ROBERT H. COOPER, Biological Sciences, Ball State Teachers College

Elected 1943. Chap. Secy.-Treas., 1944-45; Chap. Vice-Pres., 1945-46; Chap. Pres., 1946-47.

Born 1901. B.S., 1929, Ball State Teachers College; M.S., 1935, Ph.D., 1939, Iowa State College. Teacher, secondary schools, 1925-28, Henry County, Indiana; Teacher and coach of basketball and debating, secondary schools, 1929-30, Whitley County, Indiana; Teacher, 1930-36, Junior High School, Muncie, Indiana; Associate Professor, 1936- , Ball State Teachers College.

RICHARD HARTSHORNE, Geography, University of Wisconsin

Elected 1929. Chap. Secy., 1937-38; Chap. Vice-Pres., 1947-48.

Born 1899. B.S., 1920, Princeton University; Ph.D., 1924, University of Chicago. Investigator, Survey, 1923-24, Chicago River Bridge; Instructor, 1924-27, Assistant Professor, 1927-37, Associate Professor, 1937-40, University of Minnesota; Fellow, 1931-32, Social Science Research Council; Associate Professor, 1940-41, Professor, 1941- , University of Wisconsin; Chief, Geography Division, 1941-42, Assistant Chief in Charge of Research, 1942-45, Research and Analysis Branch, Office of Strategic Services.

DISTRICT VIII

CHESLEY J. POSEY, Engineering, State University of Iowa

Elected 1935. Chap. Secy.-Treas., 1937-39; Chap. Pres., 1945-46.

Born 1906. B.S. and B.S. in C.E., 1926, C.E., 1933, University of Kansas; M.S., 1927, University of Illinois. Instructor, 1929-34, Assistant Professor, 1934-40, Associate Professor, 1940-46, Professor, 1946- , State University of Iowa.

LEE O. YODER, Geography, Drake University

Elected 1932. Chap. Secy., 1932-33; 1945- .

Born 1887. B.Ed., 1916, Illinois State Normal University; S.M., 1927, and additional graduate study, University of Chicago. Teacher, 1910-16, public schools; U. S. Weather Bureau, 1916-24; Instructor, 1924-25, University of Illinois; Instructor in summer school and substitute at various times, 1924-28, Indiana State Teachers College; Professor and Head of Department, 1929- , Drake University.

DISTRICT IX

J. RUD NIELSEN, Physics, University of Oklahoma

Elected 1926. Chap. Secy., 1927-29; Chap. Pres., 1937-38.

Born 1894. Cand.Phil., 1914, Magister, 1919, University of Copenhagen; Ph.D., 1924, California Institute of Technology. Instructor, 1919-22, Royal Technical College, Copenhagen, Denmark; Professor, 1923-24, Humboldt State College; Assistant Professor, 1924-26, Associate Professor, 1926-30, Professor, 1930-44, Research Professor, 1944- , University of Oklahoma.

GEORGE G. WILLIAMS, English, The Rice Institute

Elected 1935. Chap. Pres., 1946-47.

Born 1902. B.A., 1923; M.A., 1925, The Rice Institute. Assistant, 1925-27, Instructor, 1928-46, Assistant Professor, 1946- , The Rice Institute; Assistant, 1927-28, New York University.

DISTRICT X

WILLIAM RAY DENNES, Philosophy, University of California

Elected 1926. Chap. Pres., 1946-47.

Born 1898. A.B., 1919, M.A., 1920, University of California; 1921, Universities of Freiburg and Munich; Ph.D., 1923, Oxford University. Instructor, 1923-24, Assistant Professor, 1924-27, Associate Professor, 1927-32, 1933-36, Professor, 1936- , Chairman of Department, 1941-43, 1944- , University of California; Associate Professor, 1932-33, Yale University; Visiting Professor, 1935, Harvard University; Visiting Professor, 1941, 1943, Stanford University.

CHESTER GEORGE JAEGER, Mathematics, Pomona College

Elected 1931. Chap. Secy., 1935-40; Chap. Pres., 1940-45.

Born 1896. A.B., 1920, B.S. in Bus. Adm., 1921, A.M., 1924, Ph.D., 1927, University of Missouri. Instructor, 1922-28, University of Missouri; Assistant Professor, 1928-31, Tulane University; Professor and Head of Department, 1931- , Pomona College; Fall, 1945, G. I. University, Florence, Italy.

A LETTER TO THE MEMBERSHIP

Concerning the Work of the Association's Central Office

Dear Colleagues:

In "A Letter to the Membership" in the Spring, 1946 issue of this *Bulletin* and in a Chapter Letter under date of December 18, 1946, I spoke of the growing volume of the work of the Association's central office, pointing out that the volume of this work, always large, had during recent years grown to such an extent that it was becoming increasingly difficult for the staff of the central office to deal with it as promptly and as effectively as is desired. I indicated with some particularity the extent and the nature of this work—that during recent years it has involved the consideration annually of between 50,000 and 60,000 incoming letters and telegrams, participation in more than 400 conferences, and the holding of many long distance telephone conversations, besides participation in numerous meetings called by other educational organizations and by governmental agencies, notably the United States Office of Education and the Departments of Labor, War, Navy, Agriculture, and State, all of which carry on educational work of concern to the academic profession. I pointed out that approximately 15,000 of these letters and telegrams that must be handled annually by the staff of the central office, and most of the conferences, are in connection with the professional work of the Association relating to such subjects as Faculty-Administration Relationships, Academic Freedom and Tenure, Teaching Schedules, Criteria for Appointments and Promotions, Salaries and Salary Schedules, Provisions for Retirement of College and University Teachers, Leaves of Absence, Sabbatical Leaves, Professional Ethics, and the Rôle of Faculties in College and University Government.

I pointed out that this professional work of the Association could not be delegated to the staff of secretarial assistants, as is the bulk of the details of its organizational work, *i. e.*, the correspondence

with members and chapters relating to nominations to membership, membership status and chapter organization, but must be handled personally by the General Secretary and/or the Associate Secretary. In this connection I commented specifically on the work of the Association's Committee A on Academic Freedom and Tenure, and in so doing I called attention to another fact pertinent to an understanding of the work of the Association's central office, namely, that most of the work of Committee A is conducted by correspondence and in conferences, and that all of this correspondence and most of these conferences are a part of the work of the General Secretary and the Associate Secretary. Apropos of the extent of this work I called attention to the statistical tables published in the Annual Reports of Committee A, which give the number of alleged violations of the principles of academic freedom and tenure which are dealt with each year. I also pointed out that in the work of Committee A the General Secretary and the Associate Secretary are frequently called upon to participate in investigations, in hearings and in mediatory proceedings at institutions in various parts of the country. Of the nature of this work I commented on the fact that, since most of it is concerned with conflict situations in which there inheres the hazard of misinterpretation and misunderstanding, it calls for exactitude, objectivity, restraint, and patience, and that because of its nature it is time-consuming. Finally, I commented briefly on one other fact pertinent to an understanding of the work of the Association's central office, namely, that this office has the task of editing the *Bulletin* of the Association, which is also an exacting and time-consuming task.

In the Chapter Letter of December 18, 1946 I spoke as follows with reference to the probable volume of the work of the central office in the years that lie ahead:

From all indications the volume of the work of the central office will continue to increase, in part because of a growing membership, but primarily because the advice and counsel of the Association are being sought more frequently with reference to the principles and policies of the profession. Such advice is being sought not only by members of the Association and other teachers, but increasingly so by administrators and members of governing boards of colleges and universities. This development is most encourag-

ing as regards the welfare of the profession, and provision must be made to meet adequately the opportunities for usefulness and influence thus being presented. If the Association is to meet these opportunities adequately there must be a much larger staff in the central office, both professional and secretarial. The recent increase in the membership of the Association enables the Association to take at least one step to meet this need, namely, the appointment of another member to the professional staff of the central office. The Council has authorized such an appointment and the appointment will be made as soon as possible.

The action of the Council referred to above was taken at a meeting of that body in the spring of 1946. The annual salary range authorized for the additional member of the professional staff was from \$5000 to \$8500, the amount to be determined by the factors of age, education, experience, capacity, demonstrated ability, and standing in the profession. This action empowered me in consultation with the President of the Association to make the appointment. Pursuant to this authorization I gave careful consideration to the qualifications of a number of men, and I do not exaggerate when I say that my efforts to find competent men who were willing to be considered for a position with the Association and my investigation of the qualifications of men under consideration were exhaustive. With reference to the more promising of these men I conferred with Professor Edward C. Kirkland, President of the Association, and Professor W. T. Laprade, a former President of the Association. Our choice of the man for this position was Dr. George Pope Shannon, Professor of English of the University of Alabama, the present Chairman of the Association's Committee A on Academic Freedom and Tenure.

Because of the possibility that the factor of time might be of the essence in making this appointment, the authorization for this appointment did not require Council confirmation of the man selected. Professor Kirkland and I were of the opinion, however, that we should consult with and request confirmation by the members of the Executive Committee of the Council. This we did. The response was unanimous approval of Dr. Shannon's appointment with the rank of Associate Secretary at an initial annual salary of \$8500, the appointment to become effective in the early

fall of 1947. Dr. Shannon began work with the Association on September 15.

The Association is to be congratulated on Dr. Shannon's acceptance of a position on its professional staff. For this work he is well qualified both by education and by experience. Although he is already well known to the membership through his work with the Association as Chairman of Committee A, it is a pleasure to introduce him to the membership in his new and significant rôle.

Dr. Shannon was born in Franklin, Tennessee, November 25, 1892, the son of James Owen Shannon, M.D., and Georgia Davis (Pope) Shannon. On April 24, 1920 he married Margaret Moreland Lee; their children are Margaret Lee and Jean Reid. After preparatory education in the Battle Ground Academy in Franklin, Tennessee, Dr. Shannon entered Vanderbilt University and received the B.A. degree from that institution in 1917. His graduate work was taken at Stanford University, from which institution he received the degree of M.A. in 1923 and the degree of Ph.D. in 1926. Before, during, and after his undergraduate work he taught in high schools and other preparatory schools in Tennessee. After one year with the Pacific Commercial Company of Manila, P. I. in 1919, he became Associate Professor of English at the University of the Philippines for one year. For the following four years he served as Instructor of English at Stanford University and one year as Assistant Professor of English at the University of New Mexico. In 1926 he went a second time to the University of the Philippines as Professor and Chairman of the Department of English. In 1929 he returned to the United States to become Professor of English and Dean of the College of Arts and Sciences at the University of New Mexico. He was Visiting Professor of English at Peabody College and at Stanford University in the Summers of 1931 and 1933, respectively. In 1935 he became Professor of English at the University of Alabama, which position he held until August 31, 1947, when he resigned to assume his present position with the Association. In the First World War Dr. Shannon served in the United States Marine Corps as Private and Second Lieutenant. He is a member of the Modern Language Association of America, the Medieval Academy, the South Atlantic Modern Language Association, Phi Beta Kappa, Phi Kappa Phi, and Alpha Tau

Omega. He is the author of textbooks and of articles in educational journals, and was formerly on the Editorial Boards of the *Bulletin* of the South Atlantic Modern Language Association and of the *Civitan Magazine*. He has participated actively in Southern educational conferences and in the work of educational organizations. He was elected to membership in the American Association of University Professors in 1935, was Vice-President of the University of Alabama Chapter of the Association, 1936-37, President, 1937-39, was a member of the Council of the Association, 1942-44, and was a member of Committee E on Organization and Conduct of Chapters, 1943-47. He has served the Association as Chairman of Committee A on Academic Freedom and Tenure since 1946, and will continue as Chairman of this Committee through the next Annual Meeting of the Association, which will be held in late February, 1948.

The appointment of a third member to the professional staff of the Association's central office was authorized to enable the Association to cope more effectively with the many and the ever-increasing demands that are being made upon it. The progress made to that end in Dr. Shannon's appointment was most encouraging, but I am sorry to report that the effect was short-lived. On July 25 Dr. Robert P. Ludlum resigned from his position in the central office, effective as of September 1. He resigned to accept a vice-presidency of Antioch College, "in charge of public relations."

The resignation of a member of the professional staff of the Association is a serious matter because it means a loss of the factor of experience in the Association's work. Whatever the intrinsic qualities of a member of the Association's professional staff may be, and however experienced he may be in teaching and research or in college and university administration, his assumption of professional responsibilities in the work of the Association must in the nature of the case be gradual. The professional work of our Association is not similar to that of teaching and research, nor to that of college and university administration. One who undertakes professional work with the Association is in a very real sense entering a new profession, which calls for new insight, new skills, and new techniques. Dr. Ludlum, through the experience gained in the central office of the Association, had acquired these new skills and

techniques and had assumed responsibilities that are not readily transferable to others. Dr. Ludlum's resignation would, therefore, have been a serious matter at any time. Coming with the short notice that it did, it was particularly serious. His departure under these particular circumstances has seriously handicapped this office in meeting its responsibilities to the Association and to the profession. In the longer view, the meaning of Dr. Ludlum's resignation is that the Association is back where it was several years ago, when the Council began to consider the possibility of enlarging the professional staff of this office. In other words, the finding of a third member for the professional staff of this office is again an acute problem, made more difficult by the rising spiral of price inflation which at this juncture presents the serious question of whether the Association can afford an addition to the staff of its central office. Our only hope of taking this step now with any assurance is an increased membership. In this connection it should be noted that the membership of the Association has been increasing. The net increase in the membership during the past two years has been approximately 8000, which on September 1 of this year gave the Association a total membership of 24,838. This increase is most encouraging, and if economic conditions were reasonably normal it would enable the Association to proceed with confidence in providing an adequate staff for its central office. But economic conditions are not normal, and with the limited resources of the Association, it is necessary to move with caution in order that the future of the Association and of those who serve it in the central office may not be placed in jeopardy.

Among the vicissitudes of this office is the necessity of finding new headquarters for the Association. The Association established its present headquarters in the American Chemical Society Building in October, 1941. This the Association did in response to a cordial invitation from the American Chemical Society. This invitation was accepted with the understanding that the Association's headquarters in the American Chemical Society Building could be its permanent headquarters if the Association so desired. The Association's lease with the American Chemical Society expires on October 31, and the Society has declined to renew it, and has given notice that the Association must vacate its present offices

not later than January 1, 1948. This development is most disturbing, for the task of finding new office space will be time-consuming and distracting, and will add further to our difficulties in meeting our responsibilities to the profession.

With our limitations, as indicated in this letter, Dr. Shannon and I need and bespeak your understanding. We wish you to know that, however remiss we may seem to some of our members in the matter of the handling of our correspondence, we are not remiss in spirit. We wish to assure the membership that, while it is not possible for us to answer all of our letters promptly, we note all of them promptly, read and consider them carefully, and act upon them as expeditiously as possible, guided as we must be by the principle, "First things come first." In the nature of the case we must be the judge of what constitutes "first things." In determining the parts of our work that are to be given priority, the paramount consideration is the welfare of the profession. Another very important consideration is the quality of our work. We must never sacrifice quality for quantity. Also, in the nature of the case, our decisions cannot be expected to be concurred in universally. Some will question our judgment and our competence. Such criticism we must, of course, bear and take in our stride.

The understanding of the membership of the limitations of this office, which are part and parcel of the limitations of the Association as a whole, is, we believe, essential to the welfare of the Association; certainly it is essential to the welfare of the entire staff of the central office. This understanding of our limitations will be deeply appreciated.

Very sincerely yours,

RALPH E. HIMSTEAD, *General Secretary*

October 20, 1947

THREE CASE HISTORIES IN COLLEGE BUDGETING

By ALBERT H. IMLAH

Tufts College

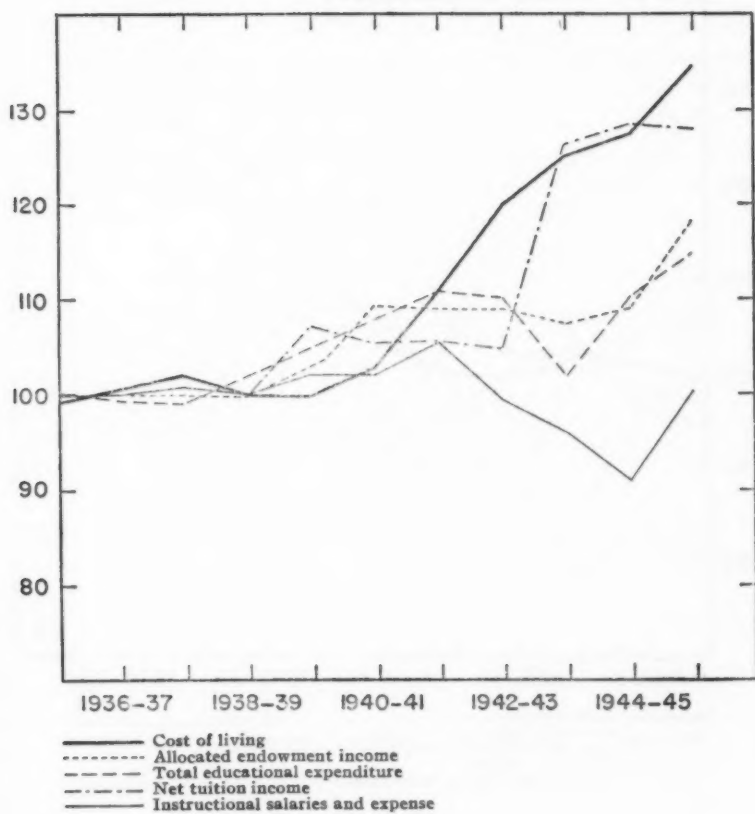
A Correction

In the article "Three Case Histories in College Budgeting" which appeared in the Summer, 1947 issue of this *Bulletin* there is an error in the designations of the lines in the graphs referred to as Case I, Case II, and Case III on pages 322-324. In the reprint of these graphs on the following pages the designations of the lines of the graphs are correct. Reprints of this article with the graphs as corrected are available upon request.

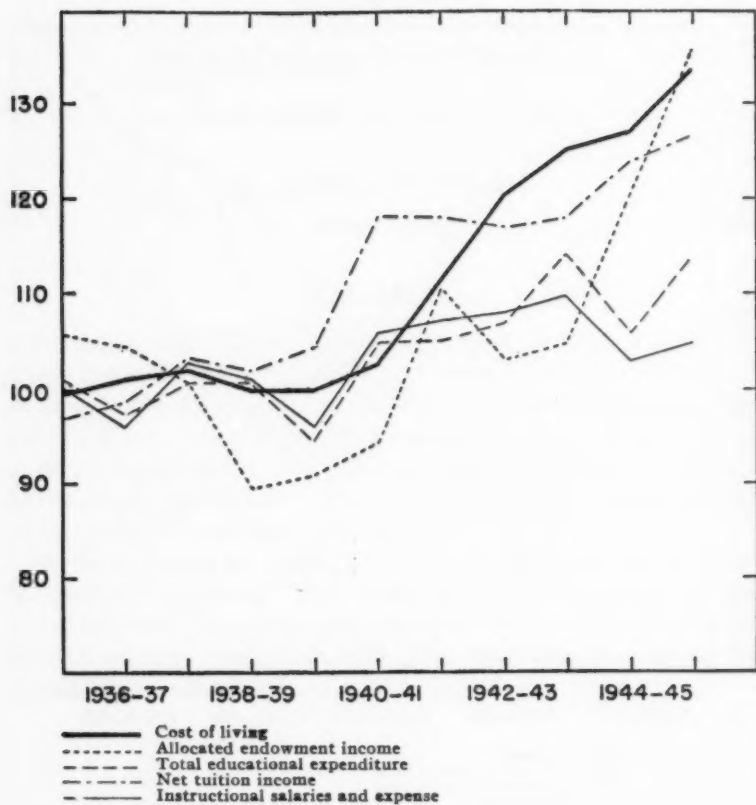
Professor Albert H. Imlah, the author of "Three Case Histories in College Budgeting," has accepted the chairmanship of the Association's Committee on the Economic Status of the Profession. He will welcome suggestions from the membership concerning the work of this Committee.

THE EDITOR

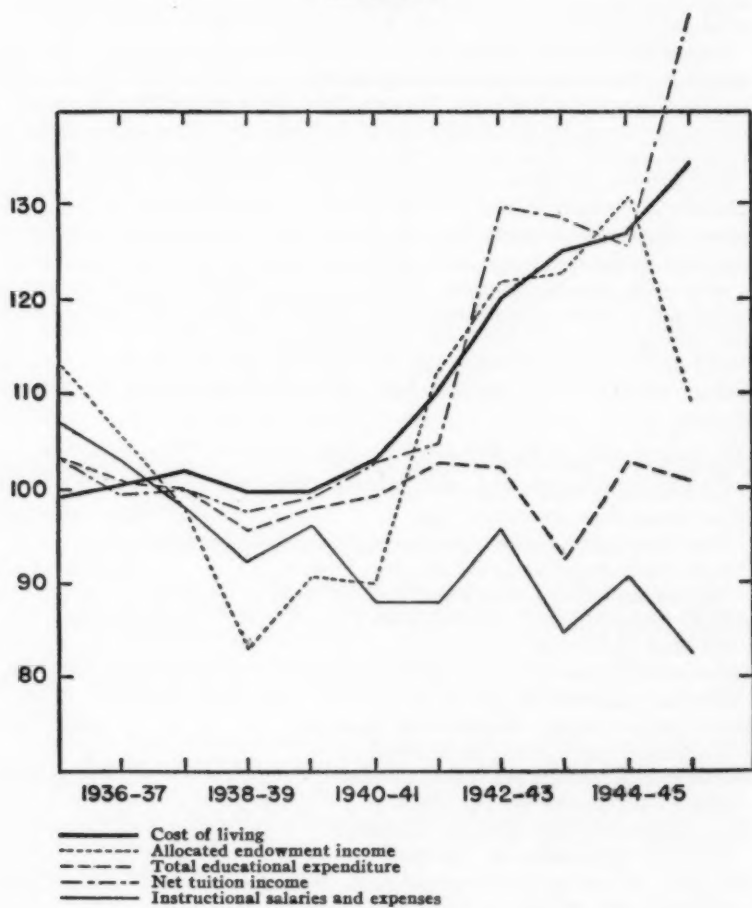
CASE I



CASE II



CASE III



Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, and the American Association of Teachers Colleges.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations together with the date of censuring are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

John B. Stetson University, De Land, Florida (October, 1939 <i>Bulletin</i> , pp. 377-399)	December, 1939
West Chester State Teachers College West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	December, 1939
Central Washington College of Education, Ellensburg, Washington (October, 1940 <i>Bulletin</i> , pp. 471-475)	December, 1940
Adelphi College, Garden City, New York (October, 1941 <i>Bulletin</i> , pp. 494-517)	December, 1941
University of Kansas City, Kansas City, Missouri (October, 1941 <i>Bulletin</i> , pp. 478-493)	December, 1941
State Teachers College, ¹ Murfreesboro, Tennessee (December, 1942 <i>Bulletin</i> , pp. 662-677)	May, 1943
Winthrop College, Rock Hill, South Carolina (April, 1942 <i>Bulletin</i> , pp. 173-176)	May, 1943
Memphis State College, Memphis, Tennessee (October, 1943 <i>Bulletin</i> , pp. 550-580)	April, 1944
University of Missouri, Columbia and Rolla, Missouri (Summer, 1945 <i>Bulletin</i> , pp. 278-315)	June, 1946
University of Texas, Austin, Texas (Winter, 1944 <i>Bulletin</i> , pp. 627-634; Autumn, 1945 <i>Bulletin</i> , pp. 462-465; Summer, 1946 <i>Bulletin</i> , pp. 374-385)	June, 1946

¹ Now Middle Tennessee State College.

MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership in the Association is by the Committee on Admission of Members upon nomination by one Active Member. Election takes place thirty days after the name of the nominee has been published in the *Bulletin*. The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose nominations are received before July 1 becomes effective as of January 1 of the current year. The membership of nominees whose nominations are received after July 1 becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

The classes and conditions of membership are as follows:

Active. A person is eligible for election to Active membership if he holds a position of teaching or research with the rank of instructor or higher in an institution on the Association's eligible list, provided his work consists of at least half-time teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

Junior. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions and who are not eligible for Active membership. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

Associate. Associate membership is not an elective membership. Active and Junior Members whose work becomes primarily administrative are transferred to Associate membership. Annual dues are \$3.00, including subscription to the *Bulletin*.

Emeritus. Any member retiring for age from a position in teaching or research may be transferred to Emeritus membership.

Emeritus Members are exempt from dues. They may continue to receive the *Bulletin* at a special rate of \$1.00 a year.

Continuing Eligibility. Change of occupation or transfer to an institution not on the Association's eligible list does not affect eligibility for continuance of membership.

Interruption or Termination of Membership. Interruption or termination of membership requires notification to the Association's Washington office. In the absence of such notice, membership continues with receipt of the *Bulletin* for one calendar year during which time there is an obligation to pay dues.

Nominations for Membership

The following 957 nominations for Active membership and 21 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admission of Members consists of Professors Ella Lonn, Goucher College, *Chairman*; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; R. H. Shryock, University of Pennsylvania; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

Active

Adelphi College, Lillian N. Ellis, Rosemary Feeney, Joseph Genna, Siegfried H. Muller, Ruth Richardson, Morton E. Spillenger; University of Akron, Edgar O. Davidson, Richard C. Davis, Ossian Gruber, Helen W. Painter, Mabel M. Riedinger, Clara G. Roe, Mary V. Slusher; Alabama Polytechnic Institute, James G. Baker, Cleburne A. Basore, Samuel L. Boroughs, Julius D. Capps, Giles H. Carlovitz, Martha E. Coney, Florence Davis, P. Frank Eiland, Leonard E. Ensminger, Ruth T. Faulk, Helen M. Finch, B. Chalmers Frazer, Dana K. Gatchell, Edgar C. Glyde, John D. Haltiwanger, George M. Hargreaves, Charles R. Hixon, Fred M. Hudson, Oliver T. Ivey, John R. Jackson, Paul Jarmotz, Jerome Kuderna, Mary G. Lamar, Armin A. Leibold, A. Orin Leonard, Jeannette P. Lindsay, John H. Liverman, Hugh M. Long,

Jr., Coleman H. McGehee, Drusilla Mullane, Robert Partin, Walter B. Scott, Barry O. Shiflett, Ransom D. Spann, Lilly H. Spencer, Marion W. Spidle, George J. Tankersley; **Alabama State Teachers College (Jacksonville)**, Julian W. Stephenson; **Alabama State Teachers College (Troy)**, Walter N. Foster; **University of Alabama**, William D. McIlvaine, Jr., Mildred B. Mitcham, Roberta Moss; **American University**, Benson S. Alleman, Walter A. Branford, Samuel E. Burr, Jr., David L. Glickman, Boyd D. Howard, Harry T. Oshima; **Arizona State College (Flagstaff)**, H. A. Curtis, Philip R. Sauer; **University of Arizona**, W. Arthur Cable, Edwin F. Carpenter, Arnold C. Condon, John B. Cunningham, Paul D. Keener, Lila Sands, Amos Taub, Mary A. Wood; **University of Arkansas**, Franz Adler, Albert H. Carter, Jr., William S. Kraemer, A. Stephen Stephan; **Armstrong Junior College**, William M. Dabney, Eleanor J. Doyle; **Austin College**, Albert E. de Bessieres; **Baldwin-Wallace College**, Esther Pierce; **Barat College of the Sacred Heart**, John J. Becker, Max Benaroyo; **Bard College**, Felix E. Hirsch; **Baylor University**, Juanita Terry; **Berea College**, Florence Bain, Gertrude S. Ekas; **Bethany College (West Virginia)**, Virginia E. Goodwin; **Boston University**, Chase Kimball; **Bowdoin College**, Thomas Means, Henry G. Russell; **Bradley University**, John Riva; **Briarcliff Junior College**, Charles W. Churchill, L. May Eisenhart, Frances B. Harmon; **Brooklyn College**, Emmy F. Heller; **Bucknell University**, Sarah F. Van Sise; **University of Buffalo**, June McCartney, Irvin S. Wolf; **University of California**, Darrell A. Amyx, Leo Brewer, Daniel A. Collins, George C. Guins, Harold E. Jones, Alfred S. Lazarus, Paul Marhenke; **University of California (Los Angeles)**, Henry Kritzler, J. Reginald Richardson; **University of California (Santa Barbara College)**, William D. Altus, Glenn W. Durslinger, Emanuel E. Ericson, Irving A. Mather; **Carleton College**, Kenneth May; **Carnegie Institute of Technology**, Robert C. Delk, John R. Lambert, Jr., Aubrey C. Land, Stanley R. Rolnick; **Carthage College**, Harold E. Bernhard; **Case Institute of Technology**, Melvin J. Astle, Jesse H. Day, Louis J. Green, John E. Rutzler, Jr., Robert C. Weast; **Centenary College of Louisiana**, Nancy L. Ellwood, Betty McKnight; **Centre College of Kentucky**, Katherine Cameron, Emma L. Moon, Jeanne A. Rice, Myrl M. Young; **Chapman College**, Kenneth Browell, Bert C. Williams; **Chicago City Junior College**, Alfred H. Thomas; **University of Chicago**, Robert J. Braidwood, Marion H. Groves, Meyer W. Isenberg, William D. Neff, C. Herman Pritchett, Theodore T. Puck; **Chico State College**, Marsdon A. Sherman; **The Citadel**, James B. Carpenter, Jr., John R. Doyle, Jr.; **The City College (New York)**, Melvin H. Bernstein, Mark Brunswick, E. McClung Fleming; **Colgate University**, F. Leonard Reinwald, George A. Schrader, Jr.; **Colorado College**, Roscoe Baker, Paul E. Boucher, Albert Butler, Agnes S. Donaldson, Amanda M. Ellis, Denise R. Goulven, Robert L. Koons, Charles T. Latimer, Henry F. Lenning, William V. Lovitt, Lester A. Michel, Ralph L. Miller, Sarah Nemptzow, James W. H. Smith, Melvin S. Weimer, John White; **Colorado School of Mines**, Warren R. Wagner; **Columbia University**, Alice I. Bryan, Daniel R. Davies, Harold J. McNally; **Teachers College of Connecticut**, Robert E. Bateson, John R. Rackley; **University of Connecticut**,

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Robert J. Levit, Harold D. Loden, S. Walter Martin, Julian H. Miller, W. Carlos Mills, Lawrence J. Nachtrab, B. Davie Napier, John J. Powers, Merle C. Prunty, Richard B. Trimber, Virginia L. Wood; **Green Mountain Junior College**, Evangeline Markwick; **Grinnell College**, Donald Wilhelm; **Guilford College**, Muriel D. Tomlinson; **Hampton Institute**, Margaret Altmann, M. Carl Holman; **Harvard University**, Robert F. Bales, Edward W. Dempsey, Roger W. Hickman, David Owen; **Hofstra College**, Henri L. Brugmans; **Howard University**, Vincent J. Browne, Arthur P. Davis, Charles S. Holloway, Collerohe Krassovsky, Williston H. Lofton, Kelso B. Morris, Juanita D. Tate; **Hunter College**, William L. Austin; **Eastern Illinois State College**, Myrtle Arnold, Mary Balloon, Ruth H. Cline, Calvin Countryman, Wendell L. Gruenewald, Robert E. Harris, Frederick L. Holzhauser, Jr., Emma C. Kelly, Dorothy M. Lee, Edith Levake, Mildred D. Morgan, Sadie O. Morris, Roberta L. Poos, Lawrence A. Ringenberg, Roscoe F. Schaupp, Lee Anna J. Smock, James M. Thompson; **Western Illinois State Teachers College**, Julian L. Archer, Juna Reynolds, Louis M. Schleier; **Southern Illinois University**, Floyd F. Cunningham, Elbert H. Hadley, Dalias A. Price, Hal Stone; **University of Illinois**, Bertha M. Corfield, James J. Doland, Ruth C. Freeman, Robert F. Fuelleman, John F. Glawe, David Gottlieb, Anna V. La Rue, Eugene Rabinowitch, Chalmers W. Sherwin, E. Evelyn Smith, Robert L. Talmadge, Virginia H. Weaver, Clyde M. Woodworth; **Illinois Wesleyan University**, Kenneth B. Loomis; **Indiana State Teachers College**, James R. Bash, Roy O. Hunter, Clarence A. Kraft, Rose M. Small, Orvel E. Strong, Fred Swalls; **Indiana University**, Stanley E. Bryan, Daniel D. McGarry; **Iowa State College**, William R. Clendenin, Wilfred T. Hosmer, Howard D. Raid, Burrell F. Ruth, Frederick Schwartz, George Semeniuk, William B. Stiles, Sam H. Thompson; **Iowa State Teachers College**, C. Boyd Guest; **Jamestown College**, Romaine Kuethe, Cornelius A. Plantinga; **John B. Stetson University**, John T. Rhett; **Judson College**, Alberta L. McCown; **University of Kansas**, Sam F. Anderson, Wealthy Babcock, J. Joseph Biery, John G. Blocker, William B. Bracke, John J. Conard, William C. Cottle, Don S. Dixon, James Drury, A. Carroll Edwards, Lloyd M. Faust, Cloy S. Hobson, W. H. Horr, William Howie, John S. Kirk, Robert G. Mahieu, Marshall W. Mayberry, Beulah M. Morrison, Marian E. Ridgeway, Ira O. Scott, Jr., Rhoten A. Smith, Robert W. Stallman, James D. Stranathan, Charles W. Strieby, Henry C. Turk, Lloyd C. Wampler, Neal Woodruff, Jr., William C. Young, George H. Zeiss, Jr.; **University of Kansas City**, Maria Castellani; **Kent State University**, George R. Easterling, Kenneth Kelley, Elmer L. Novotny, Carleton N. Savage, Elizabeth W. Smith, Karl F. Treckel; **Eastern Kentucky State Teachers College**, Pearl Buchanan, Mary Burrier, Ashby Carter, Dorland J. Coates, Dabney Doty, Mary Floyd, May C. Hansen, Gertrude Hood, Saul Houchell, Charles Hughes, William L. Keene, Thomas Samuels, Elizabeth N. Sorbet, Ralph Whalin; **Lehigh University**, Robert E. Crispen; **Lewis and Clark College**, Frederick D. Hess; **Lincoln Memorial University**, Margaret C. Schemel; **Lindenwood College**, Homer Clevenger; **Northwestern State College of Louisiana**, Letitia K. Bingham, Miriam Carver, Estelle C. Cockfield,

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Junior

Alabama Polytechnic Institute, Janet Blake, Asa Dodd, May E. Risch, Harry I. West, Jr.; **Arizona State College (Flagstaff)**, John R. Swans; **The City College (New York)**, Albert R. Hahn; **Columbia University**, David M. Silverstone, Samuel B. Sklar; **Cornell University**, A. Donald Rankin;

University of Florida, Raymond W. Ingwolson; Southern Illinois University, Virgil Seymour; University of Illinois, Norman R. Atwood, Lauren G. Wispe; Iowa State College, Henry D. Block; University of Kansas, Thomas Leflar; Oklahoma Agricultural and Mechanical College, Martin Seidman; University of Southern California, J. Lorene Cameron, William H. Dale; University of Virginia (Mary Washington College), Robert Lurie; Not in Accredited Institutional Connection, Nelson Klose (Ph.D., University of Texas), Hyattsville, Md., Howard B. Simms (Graduate Student, Harvard University, 1946), Boston, Mass.

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Bickley, Elliott W. Montroll, John S. Oartel, Eleanore Reed; **Pomona College**, Joseph W. Angell, Jr., Lyman Benson, Daryl Dayton, John F. Golay, Hubert Herring, Glen A. Holland, Ralph H. Lyman, Miles D. McCarthy, Margaret Maple, Henry C. Meyer, Robert M. Muir, Benjamin D. Scott; **Purdue University**, Philip J. Elving; **Queens College (New York)**, Josephine Pisani; **University of Redlands**, Arthur G. Hoff; **Rhode Island State College**, Vernon I. Cheadle, Forrest L. Van Hooser; **University of Rochester**, Ruth M. Adams, Elizabeth A. Anderson, Julius Ashkin, Frederick Bagemihl, William F. Bale, Wayne Barlow, John A. Benjamin, Babette I. Brown, John B. Christopher, William H. Clark, Jr., Blair R. Cosman, William E. Diez, Hellmut G. Dirks, Andrew H. Dowdy, George L. Engel, Pamela R. Fahrner, Herman H. Genhart, Cecile S. Genhart, Harold Gleason, Philip H. Goepf II, Wallace R. Gray, Johannes Holtfreter, K. Ward Hooker, Robert E. Hopkins, John B. Hursh, John W. Karr, E. Henry Keutmann, Earl L. Koos, William S. Larson, Arthur J. Lohwater, William S. McCann, Augusta B. McCoord, Allison MacKown, Marjorie MacKown, George MacNabb, Ward S. Miller, Edmund S. Nasset, Enrique Noble, Edward P. Offutt, William R. Orwen, Frederick W. Paul, George H. Ramsey, Betsy Ross, Aser Rothstein, Wladimir Seidel, Frank P. Smith, Gustave Soderlund, S. D. Shirley Spragg, Frederick C. Steward, Walter Sutton, Herbert E. Thompson, Ruth N. Tibbs, Charles E. Tobin, Morey J. Wantman, Byron B. Williams, James G. Wilson; **St. John's University**, Anthony H. Sarno; **St. Louis University (Webster College)**, Michael F. Manley, Jean B. Samouel; **San Bernardino Valley College**, James B. Rankin, Clinton F. Schonberger; **San Francisco State College**, Alexander S. Boulware; **San Jose State College**, Donald Alden; **University of Scranton**, Joseph P. Harper, Thomas P. McTighe, Stephen Malaker, Jr.; **Scripps College**, Albert Britt, Sara Hawk, Ruth S. Lamb; **Seton Hall College**, T. Henry Murphy, Daniel S. Rossy; **Shurtleff College**, Virgil Pinkstaff; **Northern State Teachers College (South Dakota)**, Henry Lowsma; **University of Southern California**, William Beller, Dorothea O. Bowerman, Russell L. Caldwell, Cloyde D. Dalzell, Elva Dittman, Donald C. Doane, Floyd E. Durham, Russell J. Hammargren, Paul J. Kelly, Waldo A. Kirkpatrick, Rodney C. Lewis, Eugene L. Mleczo, Drew Palette, Adelaide T. Perry, Jan Reiner, Kenneth Ross, Calvin C. Straub, Edwin B. Strutton, William D. Vennard; **Stanford University**, Dayton Phillips, Lowell A. Rantz, Evelyn Siris, A. Nicholas Vardac, Frank S. Windholz; **Sweet Briar College**, Carl Y. Connor; **Syracuse University**, Charles H. Bachman, Felix Bernstein, George C. Betts, C. Wesley Brewster, Margaret R. Hasenpflug, Wayne S. Farrow, Donald W. Feller, Heinrich E. Friedlaender, Richard E. Harrison, Adolph B. Heller, Jr., Morris E. Hurley, Jr., Walton H. Hutchins, Woodrow E. Johnson, Mildred M. Kellogg, Mary L. Lynott, Russell McLean, Helen J. Nagy, Lionel Nowak, Washington Platt, Theo Surányi-Unger; **Talladega College**, Bettie Brown, Thomas A. Hart, John H. Morrow, Wattie C. Smith; **Temple University**, John C. Robertson; **Tennessee Agricultural and Industrial State College**, Helen Houghton; **University of Tennessee**, D. Frank Holtman, Harry J. Klepser, A. Ronald Slayton; **Agricultural and Mechanical**

College of Texas, William M. Dowell, Carl W. Landiss, Ralph K. Russell; Texas College of Arts and Industries, John L. Beard, Ralph M. Kent; Texas College of Mines and Metallurgy, Frederick W. Bachmann; Texas State College for Women, Kathryn Kellett, Dorothy Porter; North Texas State Teachers College, Garrett Ballard, Ross Compton, Florence Cullin, Nellie L. Griffiths, Frances Russell, Frances Welch, Mitchell P. Wells; University of Texas, Everett Spruce; University of Toledo, Violet Davis, Alice B. Lorenz, Peter B. Skalkos; Tulane University, Adrienne Koch, Helen M. M. Landell; University of Tulsa, E. P. Alworth, Florence C. Blackmore, Albert P. Blair, Sarah M. Burkhart, Edwin W. Butler, Harry N. Carter, Fred E. Dempster, Lenthil H. Downs, Frank Eikenberry, Nancy G. Feldman, Paul J. Graber, Arthur D. Hestwood, Alexandre Hogue, Edward A. Howard, Philip L. Howell, H. Rodman Jones, Varnakale L. Jones, Xymena Kulsrud, Marvin Lowe, D. Harold McCleave, Fletcher McCord, Raymond L. Mathieson, B. K. Melekian, Getty K. Murphy, Russell B. Myers, Charles I. Okerbloom, Jr., Harold B. Renfro, Helen C. Ringo, Ivan W. Roark, Carroll V. Sidwell, Cleve L. Strout, Walter E. Stuermann, Marion A. Waggoner, V. Louis Weinberg, Christine Westgate, Daniel E. Whitten, Leo M. Wright, Lester F. Zimmerman; Union College (New York), Joseph Finkelstein, C. Stanley Urban, John C. Warren; Utah State Agricultural College, Carl Frischknecht, Vaughn L. Hall, Leonard H. Pollard; Vanderbilt University, Charles M. Lancaster, Robert F. Winch; Virginia Polytechnic Institute, Ernest V. Bowman, Landon E. Fuller, Edward F. Furtch, James L. Hammer, Edward L. Hill, Dayton M. Kohler, Percy H. McGauhey, Paul Mann, Robert E. Mather, J. P. Milhous, Fred C. Morris, Markham L. Peacock, Jr., James A. Rives, Charles E. Sears, Jr., Leland B. Tate, Mildred T. Tate, Tench F. Tilghman, James L. W. West, Jr.; Virginia State College, Harry W. Roberts, James R. Thomas; Virginia State Teachers College, Emily L. Clark, Margaret G. Finch, Lillian M. Seaberg; Virginia Union University, Robert Johnson; University of Virginia, Franz K. Mohr, Wilbur A. Nelson, Edward Younger; University of Virginia (Mary Washington College), Warren G. Keith, Frances P. Mooney; Western Washington College of Education, Keith A. Murray, Miriam L. Peck, Morton J. Renshaw, Clarence L. Schuske; State College of Washington, Donald D. Johnson; University of Washington, Weston Blaser, Jean E. Boyle, Clarence E. Douglass, Robert L. Fernald, Vernon R. Frost, Lance E. Gowen, Ellen H. Waters; Wayne University, Robert M. Biggs, Chester H. Cable, J. Benton Gillingham, Everett M. Hankins, Samuel D. Jacobson, Harry H. Josselson, Earl C. Kelley, Harry M. Langsford, Lyda E. McHenry, Ruth L. Murray, Rudolf J. Noer, Walter H. Seegers, Russell E. Smith, Sheridan Teal, Jean H. Voorhies; Wellesley College, Sylvia L. Berkman, Mary D. Curran; Wesleyan University, Ellis B. Kohn, John H. Reedy, Jr.; West Virginia University, William D. Barnes, William S. Minor, Peter D. Shilland, Albert L. Sturm, Mary E. Wattles; Western Reserve University, Sarah F. Barrow, Constance M. McCullough, Eugene L. Pace; Wheaton College (Massachusetts), Frances M. Burlingame, Walter J. Nickerson, Elisabeth Papineau, Nicholas P. Vakar; Whitman College,

Frank L. Haigh, James H. Reese; **University of Wichita**, N. Henry Pronko, Ferna E. Wrestler; **Willamette University**, Walter W. Argow, Frank E. Fisher, Bennett R. Ludden; **Wisconsin State Teachers College (Eau Claire)**, Eldon McMullen; **University of Wisconsin**, George C. Allez, Mary R. Babcock, Edith Bangham, Ray L. Berger, Carl M. Bøgholt, Philip P. Cohen, Margaret M. Cooper, Scott M. Cutlip, Marie Davis, John E. Dietrich, Douglas W. Dunlop, Dorothy C. Dwelle, Mary M. Elioplos, Miriam Engelland, Robert J. Francis, Martin S. Friberg, Arch C. Gelach, J. Sullivan Gibson, Charles D. Goff, Ralph R. Goodwin, James G. Halpin, Ralph J. Harker, Mary L. Hickey, Elisabeth K. Holmes, Eleanor M. Larsen, Laura H. Loetscher, Fred Logan, Hilmar F. Luckhardt, Albert E. May, Russell L. Moberly, Robert Monschein, Edward J. Morgan, Paul Nestlbichler, Bernice Orchard, Carl O. Paulson, Bernard P. Porzak, Helen E. Punke, Clarence E. Ragsdale, Gerard A. Rohlich, Rachel K. Schenk, John Schmid, Jr., David C. Sheldon, Ray J. Stanley, Henry S. Sterling, Gertrude K. Stoessel, Theodore L. Torgerson, Reino Virtanen, Eldon D. Warner, John Willard, Joe B. Wilson, Lillian B. Zarling, Olga S. Zingale.

Transfers from Junior to Active

American University of Cairo, Howard E. Root; **Baldwin-Wallace College**, Norman Green; **Baylor University**, Virginia Kemp; **University of Connecticut**, Sol Garfield; **Drake University**, Gale Richards; **Elmira College**, Isabel M. Fernandez; **Grinnell College**, Alice S. Eversole; **Hardin-Simmons University**, F. Allen Briggs; **Eastern Illinois State College**, Morrison Sharp; **University of Kansas**, Donald E. McCoy; **Lincoln Memorial University**, John P. Frank; **Lindenwood College**, Leon Karel; **Manchester College**, Howard Book; **New Jersey State Teachers College (Montclair)**, Maurice Moffatt; **New York University**, Richard Brun; **North Central College**, Stanley K. Norton; **Pennsylvania State Teachers College (West Chester)**, B. Paul Ross; **Western Reserve University**, Priscilla Tyler; **Wittenberg College**, Enrique Lugo-Silva.

Junior

Arizona State College (Flagstaff), Lloyd M. Munsil; **University of Cincinnati**, Arthur Beyer; **Concord College**, Virginia H. Fanning; **Cornell University**, Wallace E. Barnes, Philip F. Bonhag, George E. Bowden, Mary P. Dolciani, Frederick H. Gerber, Ernest P. Gray, Joseph R. Holzinger, Charles M. Larsen, Walter L. Murdock, Murray Rosenblatt, Leila R. Rubashkin, Elizabeth B. Terwilliger, Arthur R. Williams; **University of Denver**, William H. Meckling, J. F. Ringler; **University of Florida**, George H. Pournelle; **Georgetown University**, Edward F. Stauber; **University of Maryland**, June Thearle; **University of Michigan**, John V. Falconieri, Loyal A. T. Gryting, Robert F. Haugh, George E. Luther, Arthur L. Scott, Edwin D. Yahiel; **University of Minnesota**, Ernest B. Brown, Jr., Kenneth V. Krake, Dorothy

Ostergren; New York University, Janet S. Seigel; University of Pennsylvania, Douglas R. Dickson, Anthony J. Penico; University of Southern California, Francis L. Chubb, Joseph B. Hyman, L. Edward Shuck, Jr., Louis A. R. Yates; University of Virginia, C. O. Hathaway, Jr.

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

Letters in reference to announcements published under key numbers should be sent to the Association's central office for forwarding to the persons concerned. Address in care of the General Secretary, American Association of University Professors, 1155 Sixteenth Street, N. W., Washington 6, D. C.

Vacancies Reported

Accounting: Professorship in collegiate school of business situated in one of the large industrial centers. Capable, experienced man with C.P.A. and Master's or Doctor's degree. Salary, \$5,000 to \$6,000 for the regular session, with prorata compensation for the summer term. V 1250

Art: Eastern church-related college. Man or woman with at least M.A. degree, and preferably with teaching experience. Ph.D. degree preferred. Salary range: \$3300-\$3960 for two semesters and summer session. Also insurance benefits. V 1239

Business Administration and Economics: Eastern, church-related college. Man with Ph.D. completed or in process, and preferably with teaching experience. Man with strong Master's will be given consideration. Salary range: \$3300-\$3960 for two semesters and summer session. Also insurance benefits. V 1240

Business Organization and Management: Associate Professor or Professor. A Western state university is seeking a man to head a new division in School of Business Administration. Ph.D. degree in Business Administration or Economics is prerequisite for consideration. Salary range, \$4000 to \$5000, depending upon qualifications. V 1241

Chemistry: Ph.D. to teach general chemistry, February, 1948. Starting salary approximately \$3000, retirement, medical, and hospitalization, housing programs in effect. Send record of training and experience, references, and recent photograph to Chemistry Department, Virginia Military Institute, Lexington, Virginia.

Economic Research: Director of the Bureau; rank of Professor. A Western state university is seeking a man with a Ph.D. degree in either Business Administration or Economics, preferably with some teaching and business experience. The position will pay at least \$5000. Position now open. V 1242

Economics: The University of Tulsa needs a specialist in money and banking to teach that subject and principles of economics. Ph.D. preferred. Salary and rank depend on qualifications. Address Professor Lyle Owen, Head, Department of Economics, University of Tulsa, Tulsa 4, Oklahoma.

English: Young man with Ph.D. and outstanding teaching ability. Teachers college in the Southwest with expanding graduate work in English. Annual salary of \$5000 or better. V 1232

English: Small coeducational junior college of high academic standards desires young to middle-aged man or woman whose preference is for good teaching rather

- than research. M.A. or Ph.D. required. Duties include work in dramatics and public speaking. Salary, \$2600-\$4000, depending on experience, extra for summer work. Available September 15, 1948. Apply to President Tyrus Hillway, New London Junior College, New London, Connecticut.
- English: Eastern, church-related college. Man with M.A. to teach composition, possibly combined with journalism and/or speech. Salary range: \$2750-\$3300 for two semesters and summer session. Also insurance benefits. V 1243
- Engineering: Man with some industrial experience as well as interest in good teaching desired by small junior college offering two years of mechanical engineering training. Master's degree preferred. Ability as teacher important. Salary \$2800-\$4000, extra for summer work. Available September 15, 1948. Apply to President Tyrus Hillway, New London Junior College, New London, Connecticut.
- Freshman Orientation: The College of Arts and Sciences of the University of New Mexico, Albuquerque, New Mexico, desires to find a man who has the training and experience to organize and teach a new course in Freshman Orientation. Please address all applications or inquiries to Dr. Harold O. Ried, Assistant Dean, College of Arts and Sciences.
- Geography: Instructor or Assistant Professor in Western university. Ph.D. with field experience in Pacific area preferred. Salary, \$3000-\$3500 for nine months, depending on degree status and experience. Appointment, April or September, 1948. V 1244
- Geology: Instructor or Assistant Professor in Western university. Ph.D. with emphasis on petrography and structural geology preferred. Salary, \$3000-\$3500 for nine months. Appointment, September, 1948. V 1245
- Guidance: Man or woman with doctorate degree, experience in school or college counseling to teach training courses for school, college, and adult counselors beginning September, 1948 or later. Starting salary \$3000 to \$8350 depending on qualifications. V 1233
- Journalism: Assistant professorship at a Southwestern state university, possibly in time for the winter semester. Applicant should be man preferably in late 20's or early 30's, with master's degree, considerable newspaper experience, and special work in history of U. S. journalism and possibly law of the press. V 1234
- Marketing: Associate Professor for Southwestern university; qualified to teach a basic marketing course, courses in transportation and foreign trade; to start January, 1948. V 1235
- Marketing: Assistant Professor for Southwestern university, qualified to teach courses in basic marketing, sales, credit and collections, and industries of market; to start January, 1948. V 1236
- Marketing: Assistant or Associate Professor, a Western state university. Ph.D. degree in Business Administration or Economics is a prerequisite. Salary range \$4000 to \$4500, depending upon qualifications. V 1246
- Philosophy: Instructorship for spring semester, 1948. Write to Chairman of the Department of Philosophy, Pennsylvania State College, State College, Pennsylvania.
- Physics: Eastern, church-related college. Man with Ph.D. completed or in process, and preferably with teaching experience. Man with strong Master's will be given consideration. Salary range: \$3300-\$3960 for two semesters and summer session. Also insurance benefits. V 1247
- Psychology: Small coeducational junior college of high academic standards desires man or woman with M.A. or Ph.D. and interest in teaching students rather than in research. Philosophy course may be included. Salary \$2600-\$4000, depending on experience, extra for summers. Available September 15, 1948. Apply to President Tyrus Hillway, New London Junior College, New London, Connecticut.

- Psychology: Assistant Professor, metropolitan university, Midwest. Man, 30 to 35, Ph.D. with major emphasis on either industrial, experimental, or clinical. Willing to work with people of varied backgrounds. Salary: \$4000 with step increases in succeeding years. V 1237
- Psychology: Instructor, metropolitan university, Midwest. Man, 25 to 30, M.A. and working on Ph.D. Teaching experience. Salary \$3000 with step increases in succeeding years. V 1238
- Psychology: Eastern, church-related college. Man with Ph.D., and preferably with teaching experience. Salary: \$3960 for two semesters and summer session. Also insurance benefits. V 1248
- Spanish, French, and English Composition: Eastern, church-related college. Man or woman. Master's degree a required minimum, Ph.D. preferred. Salary range: \$3300-\$3960 for two semesters and summer session. Also insurance benefits. V 1249

Teachers Available

- Accounting, Finance, Related Subjects: Man, 37. Certified Public Accountant. M.S. in Accounting, University of Illinois. 4½ years' college teaching experience; 6 years' industrial accounting and cost accounting; 3 years' auditing and public practice. A 2741
- Accounting, Business Law, Insurance: Graduate of Pennsylvania's Wharton School of Finance and Commerce, with legal training and several years of teaching experience. Available January, 1948. A 2791
- Administration: Man, 45, married, 3 children. Ph.D. Old and Middle English, post-doctorate foreign travel and study. 21 years' college teaching and administration; now in 15th year on staff of very large Eastern college. Seeks appointment in administration or as English Department Chairman in Southern or Western college. Available June, 1948. A 2742
- Administration, Academic Dean, Education: Man, 49, married. Ph.D., Columbia. 20 years' experience in college teaching and administration; 6 years' present position, dean of college and professor of education and psychology. In U. S. Navy, War I; USO director War II. Participated 3 college surveys; officer 2 state education associations. Active in church work and public speaking. Desires change to college or university offering advancement in administrative work. Available on reasonable notice. A 2743
- Administration, Speech: Man, 39, married. Ph.D. 15 years of experience in speech, drama, English. Now professor and chairman of speech and drama in well-known Eastern institution. Doctorate in educational administration. Desires bigger department speech-drama; speech-English; or administrative opportunity. A 2744
- Anthropology and Sociology: Man, married, 2 children. 13 years' teaching experience college and universities in East and South. At present Chairman Sociology Department Eastern university. Specialization in primitive art, primitive society, ethnology of American Indian, and general anthropology. Have extensive collection art material from Old and New World sources, over 700 colored lantern slides, and anthropological library of approximately 2000 volumes which are available for student research. In the field of sociology have taught: rural sociology, applied sociology, criminology, community, and social problems. Membership: American Anthropological Association, American Association Advancement Science, American Academy Political & Social Science, American Association Museums, International Directory Prehistoric Archaeologists and Anthropologists, Who's Who in American Education, A.A.U.P. Articles published. Introductory Anthropology textbook in preparation. Desires per-

manency with rank and salary of associate or full professor in accredited college or small university. Available after June 11, 1948. A 2745

Art: Experienced teacher and administrator. Work well with others. Pleasing personality, friendly, enjoy all phases of Art. B.A., M.A., mid-western university. Thorough training in History of Art. Attended Stanford University, Chicago University, Columbia University, art schools in Chicago and New York. Lecture and radio experience. Experienced in teaching History of Art, Art Education, Fine Arts. Traveled in Europe and extensively in this country, Canada, Mexico. Exhibited paintings in several states. Present rank, associate professor. A 2746

Art: Woman, unmarried, Protestant, U. S. citizen. M.A. College experience in studio and art teaching methods. Now associate professor in teachers college, desires change. West preferred; will consider outside U. S. Superior references, successful teaching in two coeducational colleges. A 2747

Art: Man, 41, married. Bachelor of Architecture; Ph.D. in History of Art, Harvard. Foreign travel, publications, some experience in design. Special interests: nineteenth century French painting, modern art, history of dwelling design and town planning, prints, and drawings. Have taught all the usual history courses at the undergraduate level. Experience in coordinating historical background with a college art school program stressing design for modern society. A 2748

Biology, Zoology: Man, married. Ph.D. About 17 years' teaching experience. Several publications. General zoology, invertebrate zoology, protozoology, parasitology. Can teach general biology and general botany. Desires at least associate professorship at minimum salary of \$4000. Minors, botany and bacteriology. A 2749

Botany: Man, 36, married. Ph.D. Subjects taught in present location: general botany, plant physiology, ecology and taxonomy, also several graduate courses. Experience: graduate assistantships in two large universities, 3 years' well-rated liberal arts college and 3 years' midwestern state college (present position). Publications, numerous professional societies. Present salary, \$4000. Seeks position with greater responsibilities. Available September, 1948. A 2750

Chemistry and Physiology: Man, 35, married, 2 children, Protestant. A.B., M.S., Ph.D. Chose medical teaching, study and research as part of post-doctorate training for college or university appointments where pre-professional and post-graduate teaching and liberal education are valued. 1 year industrial biochemistry; 1 year government food research development and administration. 7 years' medical teaching and research experience in chemistry, physiology, pharmacology, multichannel electroencephalography. Publications. Employed in medical school and now desires college or university appointment, preferably associated with student guidance, administration, teaching, and research privileges. Active in community life. Excellent references. A 2751

Civil Engineering (Structural Engineering): Young family man. Registered structural engineer; member of American Concrete Institute, American Society of Civil Engineers, and other professional organizations. Practical, research, college, and undergraduate and graduate university experience. Now teaching structural engineering as associate professor in state college. Wishes permanent position as professor or associate professor of structural engineering in a department of civil engineering beginning preferably September, 1948 or 1949. A 2752

Economics: Man, single. Ph.D. Experience includes mortgage research for banks; economist in three federal agencies; 11 years of teaching at major colleges and universities. Substantial publications in leading scholarly and popular journals. Has taught money and banking, finance (corporation, public, international, mortgage), labor, principles, and theory. Seeks full professorship in university or

outstanding liberal arts college. Salary: \$5000 for 9 months. Available in February or June, 1948. A 2753

Economics (Labor Economics, International Trade, Public Regulation of Business, Constitutional Law): Man, 32, married. Ph.D. Harvard, 1939. 6 years of college teaching experience, 3½ years' government experience with War Labor Board, also private arbitration of labor disputes. Now holding teaching-administrative position at large metropolitan university. Desires associate or full professorship in liberal arts college or university with opportunity for devoting full time to teaching and research. Available September, 1948. A 2754

Economics and Political Science: Man, 33, married, 2 children. Doctoral work almost completed. Major fields: international relations, political and economic, including international organization and specialized economic agencies of the United Nations; international trade and finance; comparative government and constitutional history; government controls and economic planning; theory; labor movements and problems. Area specialization: U. S., British Commonwealth, Continental Europe. Currently teaching, graduate level, Eastern university. Experience also includes 4½ years government service as top level economist (international field), staff consultant on international problems to leading research and publication organization, economist with specialized economic agency of United Nations, and 2 years as graduate faculty assistant. Extensive publications. Available early 1948. A 2755

Economics and Sociology: Man, 46. Ph.D. from leading university; broad teaching experience; now full professor in Eastern institution; desires advancement. A 2756

Education: Man, married, 2 children; excellent health. M.A. and Ph.D. degrees, Minnesota; post-doctoral work Columbia. Experience: 4 years' public school, 11 years' university teaching, 2 years' registrar; about 10 years' research and administration in a national educational organization and the Federal Government. Taught courses in secondary education, statistics, curriculum and school administration. Publications and extensive survey experience. Desires professorship in university or teachers college, preferably in the Middle West or West. Available spring or fall, 1948. A 2757

Education: Man, 49. Ed.D. Experience on all levels. Now in college. Publications. Phi Delta Kappa. Available for summer school only. A 2758

English: Man, 37, married, 3 children. Ph.D. Teaching experience: 3 years in junior college, 9 years in two large Eastern universities. Special interests: American literature, modern poetry, the novel, literary criticism. Available June, 1948. A 2759

English: Man, 36, married. Ph.D., ΦBK, productive scholar, teaching ability proved by 8 years' experience; assistant professor university, seeks associate professorship university. A 2760

English: Man, 50, married, 2 grown children. Ph.D. Recent book in field of Jacobean drama. Teaching experience includes 3 years each in large Western and Eastern universities, 17 years in leading Eastern woman's college, summer terms elsewhere. Research field: Elizabethan-Stuart drama. Some training in college theatre work. Special interests: English drama and novel, modern drama. Desires headship of department or full professorship in university, with opportunity for graduate teaching. West Coast preferred but not essential. A 2761

English: Man, 34, married. B.A. and M.A. Stanford, Ph.D. Princeton. 7 years' teaching beyond Ph.D., 3 years' Army. Principal fields, English neoclassicism and Shakespeare. Long experience with general courses in literature. Travel, writing, research publication. Served as educational adviser at advanced Army school summer 1947. Assistant professor at large state university. Desires position with opportunity for advancement. A 2762

English: Man, married, Catholic humanist. Ph.D. from leading secular university. 18 years of successful teaching experience in colleges and universities. Primarily interested in good teaching, scholarly research, and creative writing. Desires permanent post with rank of full professor in first-class men's college or university.

A 2763

English (and the Humanities): Man, 56, single, in good health. Finding that personal circumstances will now permit, seeks immediately a teaching position where his 18 years' university and private academy experience can be utilized. Ph.D. Foreign residence, study, and travel. Exceptional recommendations.

A 2764

Geophysics, Geology: Man, 37, married. B.S. in Geology, M.S. (Geophysics); some work toward the doctorate completed. Sigma Xi. Experience includes several years of successful college teaching. 8 years experience in industry, with specialization in instrument design and research. Has headed own organization. Has published a number of technical papers in above subjects. Desires position of assistant professorship or higher with Southern or far Western institution preferred. Minimum salary of \$4000 per year.

A 2765

German, Humanities: Mature man. Ph.D. Assistant professor with 13 years of teaching experience in American colleges and school of education, and 10 years of European experience. Formerly an instructor in the ASTP. Now the head of the German Workshop for veterans and deputy chairman of the German department in the evening session of large Eastern college. Publications. Available not sooner than June 30, 1948.

A 2766

Guidance and Counseling: Man, 43. Ed.D., Harvard. Now located state college in Southwest; would like to make connection in same general region where opportunities are greater and responsibilities heavier. Administrative and/or instructional.

A 2767

History: Man, 38, married, 2 children. Ph.D. 14 years' college and university teaching experience. Teaching fields: American, English, European since 1789, Civilization survey, and economic history. Research in American Revolutionary period. Now professor of history and chairman of social sciences in temporary veterans' division of state university. Available on 90 days' notice.

A 2768

History: Woman. Ph.D., 1948. Modern European History, French and Continental History in particular; American History. Studied in U.S.A. and France. Ph.D. dissertation: *The Republic of Parties—An Introduction to the Fourth French Republic*. Available September, 1948 for position in liberal arts college or university.

A 2790

Human Behavior Theory: Young psychologist with excellent training (including Ph.D.), teaching and research experience, would like to develop a chair in *mathematical behavior theory* at a large university. Position should provide adequate salary, light teaching load, and money for equipment and assistants. References supplied on request. Would be glad to travel to talk with interested parties.

A 2769

Marketing: Experienced college professor seeking university or college position which will permit specialization in the marketing field. Member of American Marketing Association, listed in 1947 Roster.

A 2792

Mathematics: Man, 38, married. Ph.D. 1936. Continuous college and university teaching experience since 1934, except war years, which were spent in Navy. Present rank, associate professor. Present salary, \$5400. Want position as professor and head of department in smaller institution. Prefer Pacific or Mountain States location. Available fall, 1948.

A 2770

Mathematics: Man, 48, married, 5 children. Ph.D. Many years' college and university teaching experience with some time as acting chairman of department and acting dean of college of liberal arts. Special interest in higher geometry. Now a full professor on permanent tenure. Desires change to college or uni-

- versity with better opportunities for advancement and better salary scale. Available June or September, 1948. A 2793
- Music and Music Education: Man, 38. Former pupil of Felix Weingartner and other noted musicians. Extensive European study, travel, 17 years' teaching experience, schools and privately in New York City. Recently assistant professor of piano and director of orchestra in liberal arts college; visiting lecturer at universities. Interested in position as director of orchestra, teacher of music theory and advanced piano. Excellent recommendations. A 2771
- Music: Woman, Hungarian, war widow, 5-year-old son. B.M. University of Rochester, Ph.D. Budapest University. Piano, organ, choral, compositions. Publications. Seeks teaching position or scholarship in United States. Further data available from A. H. Larson, Placement Bureau, Eastman School of Music, University of Rochester, Rochester, New York.
- Personnel: Woman. M.A. in Psychology, Columbia University. More than 6 years in personnel, public relations, morale-building, and research. 12 years' residence in Europe. Experienced in tools of management and promotion of more harmonious human relationships, including job analysis and evaluation, testing, interviewing, selection, placement, and counseling. Seeks position of service and responsibility. A 2772
- Philosophy and/or Religion: Man, 40, married, 2 children. Ph.D. Phi Beta Kappa. Experience in both pastorate and teaching. Now head of department in Midwest college. A 2773
- Philosophy (History of Philosophy, Greek Philosophy) and Psychology: Man. Ph.D. Many years of teaching experience. Desires progressive institution. Member Ethical Culture Society. A 2774
- Physical Education: Man, 32, married. A.B., Oberlin College, M.A. and work toward Ed. D. from eastern universities. Wide background in field of physical education and foreign travel, 9 years' college teaching including 3 years in foreign college and with experience as department head and director of athletics and intramurals. Now director of men's physical education and intramurals in the teacher-training program of a state teachers college. Desires opportunity for advancement. A 2775
- Political Science: Man, 49. LL.B. Admitted to Bar. Now teaching political science and law. Seeks summer appointment. College only. A 2776
- Political Science: Man, 37, married, 1 child. Ph.D. Major interests: State, municipal, and general American government and administration. Successful experience in teaching, government service, and in working with state and local officials (serving as consultant, conducting studies, administrative surveys, in-service training programs, etc.). Publications. Active in professional and civic affairs. Located in state university in the West. Desire professional advancement. Interested in associate professorship or professorship. A 2777
- Political Science: (See Economics and Political Science, A 2755)
- Portuguese: Man, single, Brazilian-Scandinavian, speaking and writing English and Portuguese fluently, with good colloquial knowledge of French, Spanish, and Danish. Seeks position for teaching composition, conversation, or literature. A 2778
- Psychologist: Ph.D. Mature age. Actually professor of sociology, desires to teach: Social Psychology, Personality Maladjustment, Mental Hygiene, Psychology for business and industry. A 2779
- Romance Languages: Man, 42, married. Ph.D. Head of department. Fields are French and Italian, with special interest in literature. Published textbook. Salary depends on local living costs. A 2780
- Romance Languages (French, Spanish, Italian, and English): Woman. European

and American universities; widely travelled; experience: academic, conversational courses. Wishes college instructor position. Available September.

A 2781

Sociology, Social Work: Man, Ph.D. Head of department in a small college, ready for professional advancement.

A 2782

Social Sciences (History, Political Science, or English): Man, 33 married. At present assistant professor in well-known Southern college. 6 years' teaching experience in college. M.A., University of Illinois; 3 years of graduate study with history major, political science and English minors, near Doctorate. 2 years with War Manpower Commission and 1 year as supervisor of Social Service. Successful college debater and debate coach. Special interests: American and European history, international relations, radio forums and discussion, political theory, comparative economic systems, and American and State government, and American literature. Prefer position in East or Southwest. Available for second semester or new school term.

A 2783

Sociology: Man, 46, married, 3 children. Ph.D. Now head of social science department in small college. Interested in teaching criminology and related subjects in larger institution. 12 years' experience in probation and parole work. 7 years' teaching experience. Several publications. Available summer or fall, 1948.

A 2784

Sociology, International Relations: Man. Ph.D. American and European background. Wants professional advancement and better salary.

A 2785

Spanish: Man, 33, married, 1 child, veteran. Ph.D. outstanding Eastern university. Specialty: Spanish middle ages. 7 years' teaching and administrative experience North and Latin American universities. Desires permanent position with first-rate institution.

A 2786

Transportation and Marketing: Man, 31. Masters' degree. 4 years of marketing research in air transportation; also city planning and banking.

A 2787

Zoology: Man, 33, married. Ph.D. Academic honors, 5 years of college and university teaching, ex-naval officer, over a dozen publications. Animal ecology and conservation, game management, general zoology or biology. Excellent recommendations. Desires permanent position in strong college or university in Northeast interested in good teaching and some research. Minimum rank of assistant professorship. Available on reasonable notice.

A 2788

Zoology and/or Physiology: Young man, married. M.A., Ph.D. Wishes a teaching position with opportunity for research. Intensive background in endocrinology, histology, embryology, physiology, and premedical subjects. Held research fellowship in a large institute last year. Excellent references for teaching and research abilities.

A 2789

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